DOCUMENT RESUME

ED 456 497 EA 031 158

AUTHOR	LeFevre, Andrew T.; Hederman, Rea S., Jr.
TITLE	Report Card on American Education: A State-by-State Analysis, 1976-2000.
INSTITUTION	American Legislative Exchange Council, Washington, DC.
ISBN	ISBN-0-89483-001-5
PUB DATE	2001-03-21
NOTE	116p.
AVAILABLE FROM	American Legislative Exchange Council, 910 17th Street, NW, Fifth Floor, Washington, DC 20006 (Publication Code: 0105, $25). Tel: 202-466-3800; Fax: 202-466-3801; Web site: http://www.ALEC.org.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Achievement; Budgeting; Charter Schools; *Competition; Educational Change; Elementary Secondary Education; *Expenditures; Public Schools; *Resource Allocation; Salaries; *Statistical Data; *Student Improvement

ABSTRACT

This report follows closely on the footsteps of the previous 7 editions published by American Legislative Exchange Council in presenting the basic facts about public elementary and secondary education in the 50 states and the District of Columbia. The report contains more than 90 tables and 25 figures that display, in various ways, more than 100 measures of educational resources and achievement. These measures and the analysis based on them have become an invaluable tool for lawmakers working to improve America's beleaguered education system. Despite a significant increase in resources being spent on primary and secondary education, student performance has improved only slightly. Throughout the United States, per-pupil expenditures have increased by more than 22.8 percent over the past 2 decades, yet 69 percent of American 8th graders are still performing below proficiency in reading. The report enforces the growing consensus that simply increasing spending on education is not enough to improve student performance. The findings demonstrate that there is no evident correlation between pupil-to-teacher ratios, spending on school infrastructure, and teacher salaries, on the one hand, and education achievement as measured by various standardized tests scores, on the other. The tremendous growth and popularity of charter schools indicate that improving student achievement is not based on dollars spent, schools constructed, or even teachers hired. Instead, improvements are realized by parental involvement, the decentralization of district-controlled public schools, and strong family structures. Appendices include methodology and technical notes, rankings of states by academic achievement, a bibliography, and endnotes. (DFR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 456 497

ifornia	$22,514,613	17	$5,376
orado	$3,21[illegible],278	12	$5,761
inect	$3,02[illegible]590	22	$5,091
awar	$6[illegible]60	9	$5,834
trict o	$[illegible]95	5	$6,285
ida	[illegible]20	[illegible]	$4,335
orgia	[illegible]3	[illegible]	$3,813
vaii	[illegible]	[illegible]	$5,141
ho	[illegible]3	[illegible]	$4,065
ois	[illegible]0	[illegible]	$5,254
iana	[illegible]	[illegible]	$4,263
a	[illegible]	[illegible]	$5,317
nsas	[illegible]	[illegible]	$4,865
ntuck	[illegible]	[illegible]	$3,751
isian	[illegible]	[illegible]	$4,031
ine	[illegible]	[illegible]	$3,914
ryland	[illegible]	[illegible]	$5,638
ssach	[illegible]	[illegible]	$5,914
higar	[illegible]	[illegible]	$6,218
nesc	[illegible]	[illegible]	$5,816
sissi	[illegible]	[illegible]	$3,779
souri	[illegible]	[illegible]	$4,172
ntana	[illegible]	[illegible]	$5,032
braska	[illegible]	[illegible]	$5,147
vada	[illegible]	[illegible]	$4,855
w Hampshire	[illegible]	[illegible]	$4,264
w Jersey	[illegible]	[illegible]	$6,325
w Mexico	[illegible]	[illegible]	$4,490
w York	[illegible]	[illegible]	$6,865
rth Carolina	[illegible]	[illegible]	$3,989
rth Dakota	[illegible]	[illegible]	$4,772
io	[illegible]	[illegible]	$4,364
lahom	[illegible]	[illegible]	$4,535
por	[illegible]	[illegible]	$5,592
nsyl	[illegible]	[illegible]	$5,804
de Is	[illegible]	[illegible]	$5,534
h Ca	[illegible]	[illegible]	$3,910

Report Card on American Education

A State-by-State Analysis 1976-2000

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
A. LeFevre
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EA 031 158

BEST COPY AVAILABLE

AMERICAN LEGISLATIVE EXCHANGE COUNCIL

Report Card on American Education

A State-by-State Analysis
1976-2000
April 2001

Andrew T. LeFevre
and
Rea S. Hederman, Jr.

American Legislative Exchange Council

The American Legislative Exchange Council (ALEC) was founded in 1973 by a small group of Democratic and Republican state legislators who shared a common commitment to the Jeffersonian principles of individual liberty, limited government and free markets. Today, ALEC has grown to become the nation's largest bipartisan, individual membership organization of state legislators, with 2,400 members throughout the 50 states. Nearly one-third of ALEC's members hold leadership positions in their legislatures.

ALEC brings the states and the nation together through conferences, seminars, publications, and its nine National Task Forces. Each provides a unique vehicle for legislators to communicate across state lines, share experiences and ideas, and work in unison with the private sector to develop policies and write model legislation. ALEC's goal is to ensure that our legislative members are fully armed with the information, research and ideas they need to win in the legislative arena. Our publications keep members up-to-date on emerging trends and provide in-depth analyses of issues at the state level. Our conferences promote colleague to colleague communication by linking like minded legislators together.

ALEC provides the private sector with an unparalleled opportunity to have their voices heard and their perspectives appreciated. Through ALEC, legislators and the private sector work in a dynamic partnership to develop public policies that harness the immense power of free markets and free enterprise to encourage economic growth, increase the nation's competitiveness, and improve the quality of life for all Americans.

Report Card on American Education: A State-by-State Analysis 1976-2000
by Andrew T. LeFevre, Rea S. Hederman, Jr.

Copyright © March 21, 2001 by the American Legislative Exchange Council
ISBN#0-89483-001-5
All rights reserved

American Legislative Exchange Council
910 17th Street, N.W., Fifth Floor
Washington, D.C. 20006
(202) 466-3800 ■ Fax. (202) 466-3801
www.ALEC.org

Publications Order Code: 0105 Cost to non-members: $25.00 plus shipping and handling
For ordering information, contact the Office of Public Affairs at (202) 466-3800

The *Report Card on American Education: A State-by-State Analysis 1976-2000* was published by the American Legislative Exchange Council (ALEC) as part of its mission to discuss, develop and disseminate public policies which expand free-markets, promote economic growth, limit government and preserve individual liberty. ALEC is the nation's largest bipartisan, voluntary membership organization of state legislators, with nearly 2,400 members across the nation. ALEC is governed by a 21-member Board of Directors of state legislators, which is advised by a 23-member Private Enterprise Board representing major donors.

ALEC is classified by the Internal Revenue Service as a 501(c)(3) non-profit public policy and educational organization. Individuals, philanthropic foundations, corporations, companies, or associations are eligible to support ALEC's work through tax-deductible gifts. Nothing written herein is to be construed as necessarily reflecting the view of the American Legislative Exchange Council, its Board of Directors, or its membership, or as an attempt to aid or hinder the passage of any bill before the Congress or in state legislatures.

Contents

Foreword 1

About the Authors 2

Executive Summary and Highlights 3
Table ES.1 Ranking of States by Academic Achievement 4

Glossary of Common Terms 6

Introduction 7

Chapter One : Basic Educational Demographics 9
Figure 1.1 Growth in Charter Schools, Nationwide 12
Figure 1.2 Minority Enrollment in Public Schools and Charter Schools, by State 13
Table 1.1 Basic Demographic Characteristics 14
Table 1.2 Public School Enrollment as a Percentage of School Age Population, 1998-99 15
Table 1.3 Student Enrollment in Public Elementary and Secondary Schools 16
Table 1.4 Student Enrollment in Public Elementary and Secondary Schools, Ranked by 1998-99 Total Enrollment 18
Table 1.5 Percent Changes in Student Enrollment in Public Elementary and Secondary Schools, Ranked by Change from 1977-78 to 1997-98 19
Table 1.6 Enrollment in Grades K-12 in Public Elementary and Secondary Schools, 2001 to 2010 20
Table 1.7 Enrollment in Public Elementary and Secondary Schools, by Race and Ethnicity 22
Table 1.8 Public Elementary and Secondary Schools 24
Table 1.9 Public Elementary and Secondary Schools and Students per School, Ranked by Students per School, 1997 26
Table 1.10 Number of Public School Districts per State 28
Table 1.11: Public School Districts and Enrollment, by Size of District: 1994-95 to 1997-98 30
Table 1.12 Basic Information on Charter Schools 32
Table 1.13 Ranking of Charter Schools and Detailed Scores for Each State 34
Table 1.14 Enrollment in Charter Schools Compared to Public Schools 36
Table 1.15 Minority Percent of Enrollment, Ranked by 1997 38

Chapter 2: Measures of Educational Inputs 39
Table 2.1 Pupil per Teacher Ratio, Ranked by 1998-99 Figures 41
Table 2.2 Instructional Staff in Public Elementary and Secondary Schools 42
Table 2.3 Revenues for Public Elementary and Secondary Schools, by Source and State, Current Dollars (in Thousands) 44
Table 2.4 Current Expenditures for Public Elementary and Secondary Education 46

Table 2.5 Total Expenditures for Public Elementary and Secondary Education, by Function and State, 1996-97 (in Thousands) 48
Table 2.6 Expenditures per Pupil in Public Elementary and Secondary Schools (Gross Expenditures in Thousands) 50
Table 2.7 Expenditures per Pupil Ranked on 1998-99 52
Table 2.8 Change in Constant Total Expenditures per Pupil, Ranked by Percent Change, 1978-98 53
Table 2.9 Staff Employed in Public School Systems, by Type of Assignment and State: Fall1997 54
Table 2.10 Average Daily Attendance and ADA as a Percentage of Total Enrollment 56
Table 2.11 Average Annual Salary of Instructional Staff in Public Elementary and Secondary Schools 58
Table 2.11B Average Teacher vs Average State Salary for 1998 59
Table 2.12 Breakdown of Key Federal Funding Programs 60

Chapter 3: Measures of Educational Outputs 61
Figure 3.1 National Composite SAT Scores, 1972-2000 64
Figure 3.2 SAT Scores 65
Figure 3.3 ACT Results and Percent of High School Graduates Taking Exam 65
Figure 3.4 SAT Results and Percent of High School Graduates Taking Exam 65
Table 3.1 Grades 4 and 8 Reading Average NAEP Scores & Proficiency & Achievement Levels 66
Table 3.2 SAT and ACT Test Results Depending on State Usage 68
Table 3.3 ACT Scores, Ranked by Composite Score, 2000 69
Table 3.4 Average 1998 NAEP Grade 8 Reading Scores and Proficiency, Ranked by Percent Above Basic Reading Level 70
Table 3.5 National Historic SAT Scores by Sex 71
Table 3.6 SAT Scores 72
Table 3.7 Schools and Students Participating in Advanced Placement Programs and Exams Taken 74
Table 3.7.1 Annual Advanced Placement Program Participation 76
Table 3.7.2 History of Advanced Placement Exams Offered 76
Table 3.7.3 Percentage of Advanced Placement Exams Taken by Women 77
Table 3.7.4 Percentage of Advanced Placement Exams Taken by Students in the United States Who Identified Themselves with Ethnic Groups 77
Table 3.8 SAT Scores, Ranked by 2000 Total Score 78
Table 3.9 AP Exams Taken per Secondary School Enrollment, Ranked 79
Table 3.10 High School Graduates and Dropouts from Public Elementary and Secondary Schools, by Race and Ethnicity, 1996-97 80

Chapter 4: Measures of Correlation Between Inputs and Outputs 82
Table 4.1 Educational Achievement and Enrollment/Staffing Inputs 86
Table 4.2 Educational Achievement and Financial Inputs 88
Table 4.3 State-by-State Rankings on Educational Inputs and Outputs 90
Table 4.4 Trend Relationships 92
Figure 4.1 SAT Scores and Pupils per Teacher 94
Figure 4.2 NAEP Scores and Pupils per Teacher 94
Figure 4.3 ACT Scores and Pupils per Teacher 94
Figure 4.4 SAT Scores and Students per School 95

Figure 4.5 NAEP Scores and Students per School 95
Figure 4.6 ACT Scores and Students per School 95
Figure 4.7 SAT Scores and Schools per District 96
Figure 4.8 NAEP Scores and Schools per District 96
Figure 4.9 ACT Scores and Schools per District 96
Figure 4.10 SAT Scores and Expenditures per Pupil 97
Figure 4.11 NAEP Scores and Expenditures per Pupil 97
Figure 4.12 ACT Scores and Expenditures per Pupil 97
Figure 4.13 SAT Scores and Average Teacher Salaries 98
Figure 4.14 NAEP Scores and Average Teacher Salaries 98
Figure 4.15 ACT Scores and Average Teacher Salaries 98
Figure 4.16 SAT Scores and Percent Federal Funding 99
Figure 4.17 NAEP Scores and Percent Federal Funding 99
Figure 4.18 ACT Scores and Percent Federal Funding 99
Figure 4.19 Percent Changes in SAT Scores and Expenditures per Pupil, 1978-2000 100
Figure 4.20 Percent Changes in SAT Scores and Average Teacher Salaries, 1978-2000 100
Figure 4.21 Percent Changes in SAT Scores and Teacher Salaries as a Percentage of Total Expenditures, 1978-2000 100
Figure 4.22 Percent Changes in SAT Scores and Schools per District, 1978-2000 101
Figure 4.23 Percent Changes in SAT Scores and Students per School, 1978-2000 101
Figure 4.24 Percent Changes in SAT Scores and Pupil to Teacher Ratios, 1978-2000 101

Chapter 5: Conclusion 103

Appendices

Appendix A: Methodology and Technical Notes 105
Table A.1 Ranking of States by Academic Achievement, with Component Rankings 106
Table A.2 109
Table A.3 109
Appendix B: Bibliography 110
Appendix C: Endnotes 111

Foreword

This, the eighth edition of the American Legislative Exchange Council's annual *Report Card on American Education*, arrives during a critical time for our children's future. Over ten years ago, education leaders and elected officials from all levels of government met to address the growing concern over the lack of educational achievement in America's schools. The Goals 2000 agenda that came out of that meeting was designed to improve the quality of learning and teaching in the classroom.

However, recent test results show that as a nation, we have failed to reach these goals. According to the findings from the most recent National Assessment of Educational Progress tests given in 1998, sixty nine percent of public school eighth grauers taking the NAEP reading exam performed below the "proficiency" level and twenty six percent performed below the "basic" level. In addition, the results of the 1999 international mathematics and science tests show American students, while scoring in the upper percentiles in the fourth grade, fall further behind students in the rest of the industrialized world as they progress through junior high and high school.

Frustrated that student test scores remain stagnant, parents are demanding that *something* be done to improve the educational system. Governors and state legislators, as well as policymakers at the federal level are scrambling to respond. From President Bush's federal education package to the states' education budgets, all are proposing huge increases in education spending as a means of improving student achievement. Typically, these spending increases have focused on educational inputs like reducing classroom size, recruiting new teachers, raising teacher salaries, and increasing per pupil expenditures as the most direct means to reform.

But as is shown in ALEC's *Report Card on American Education* series, there is no evident correlation between increasing conventional measurers of educational inputs and improving student achievement, such as average scores on standardized tests. In fact, expenditures per pupil have increased by 22.9 percent in constant dollars over the past twenty years – from $5,087 in 1979 to $6,251 in 1999 – while standardized test scores have remained relatively stagnant.

There is an old saying that goes, "Don't throw good money after bad." Unfortunately, over the past decade, we have been trying to fix our nation's public school system at a huge cost to our citizens and without much success. As we move into this next century, perhaps it is time to stop throwing more and more money at our public schools and stop trying to fix a system that is inherently broken.

As an organization, ALEC is fully committed to improving and reforming our nation's public schools. However, we believe that we cannot keep looking to past practices as a roadmap to future progress. To do so will only trap another generation of children in a school system that has failed to live up to the expectations of all Americans.

As state legislators and as a nation, we must challenge our schools with a new vision for the future. We must find and implement new, best practices that will increase accountability, discipline, and standards for all children. We cannot simply spend our way to higher grades, but must make sure that we are making the right kinds of investments in our schools in order to promote change and reform. And, we must look beyond the entrenched "public" education system and advance new models of reform that will bring educational choice and freedom to parents and students. Charter schools, tax credits and vouchers are here to stay and growing stronger and more available every day.

The excitement in parents and children and improvement in student scores that accompanies school choice and competition is what drives ALEC's commitment to promoting these types of initiatives. It is our hope that fifty years from now, the educational seeds we are sowing today will have grown into an entirely new system that places the needs of children before all other interests.

Public education should not just be about sending our kids to a public school to learn – it should be about a public commitment to finding the best ways to educate our children. After all, while children make up approximately 25 percent of our population, they are 100 percent of our future.

Steve McDaniel
Tennessee State Representative
ALEC 2001 National Chairman

About the Authors

Andrew T. LeFevre

Andrew T. LeFevre serves as Director of ALEC's Education Task Force. The Task Force serves as a catalyst in advocating accountability in public schools and advancing education reform policies. LeFevre interacts daily with legislators from all across the country, holding educational briefings and seminars, and providing regular expert testimony before state legislatures on key education issues. He has written numerous articles, white papers, and op-eds and has appeared regularly on radio and television. Partial print credits include *The New York Times, The New York Newsday, The Raleigh News & Observer, The Sacramento Bee, The Houston Chronicle*, and *The Washington Times*. Partial radio credits include CNN Radio, All Things Considered on National Public Radio, G. Gordon Liddy Show, and Steve Malzber Show on WABC. He has also appeared on CNN, *Point/Counter-Point* and *Washington Journal* on C-SPAN, *The O'Reilly Report* on Fox News, and *Today's Topic* on MSNBC. Before joining ALEC, LeFevre was Director of State and Local Affairs for the Law Enforcement Alliance of America. He holds a Bachelor of Arts Degree from Temple University. LeFevre lives in Prince William County, Virginia. He is married and has two children.

Rea S. Hederman, Jr.

Rea S. Hederman is a Data Analyst at The Heritage Foundation and one of the principal creators of the largest public policy databases in existence. This database contains statistical matches of the Current Population Survey, IRS Public Use File, and the Consumer Expenditure Survey.

Mr. Hederman's work has been used by numerous organizations including the Republican National Committee, the House Leadership Conference, and the National Republican Congressional Committee and has been quoted on the floor of both chambers of Congress. Hederman has professionally reviewed other's work including that of other policy organizations and that of economists at MIT and Harvard University.

Mr. Hederman graduated from the University of Virginia in 1993 with a Bachelor of Arts degree in History and Foreign Affairs.

Executive Summary and Highlights

The emergence of the new economy as we begin our journey into the 21st century has made one thing abundantly clear to most Americans – if we want to be competitive in the growing high-tech, global marketplace, the US must have a well-educated workforce. Parents from all walks of life recognize that a good education is one of the most fundamental building blocks upon which their child's future success can be based.

This desire of parents to see their children succeed has been the driving force behind the growing discontent with our nation's schools. Elected officials at all levels of government are rushing to respond to these concerns.

Within a few days of taking office earlier this year, President Bush introduced his vision for transforming the federal role in education in America by unveiling his "No Child Left Behind" initiative. His plan calls for an eleven percent increase in the federal Department of Education's budget – the largest increase of any department – bringing the department's budget to a total of $44.5 billion for fiscal year 2002.[1]

While the federal government can play an important role in America's educational system, it is essential to remember that states and local school districts will always play the dominant role in the future of public education. States have joined the rush to increase spending on education in order to buy our way to student achievement. And on the surface, these moves seem to make common sense. However, it is not enough to simply assume that spending more money on education will improve the existing system.

State lawmakers must therefore play a critical role in determining how investments in education are made in their states. By ensuring that future money is spent on programs and policies that can make a difference in a student's educational achievement, state legislators can ensure that future generations leave school ready to succeed.

The 2000 *Report Card on American Education* follows closely in the footsteps of the previous seven editions published by ALEC in presenting the basic facts about public elementary and secondary schools in the fifty states and the District of Columbia. The 2000 *Report Card* contains more than 90 tables and 25 figures that display, in various ways, more than 100 measures of educational resources and achievement. These measures and the analysis based on them have become an invaluable tool for lawmakers working to improve America's beleaguered education system.

The results of this year's *Report Card* mirror those of past editions. Specifically, despite a significant increase in resources being spent on primary and secondary education, student performance has improved only slightly. Throughout the United States, per pupil expenditures have increased by more than 22.8 percent over the past two decades (after adjusting for inflation), yet 69 percent of American eighth graders are still performing below proficiency in reading according to the 1998 NAEP test.

The 2000 *Report Card* enforces the growing consensus that simply increasing spending on education is not enough to improve student performance. The findings of this year's report demonstrate that there is no evident correlation between pupil-to-teacher ratios, spending on school infrastructure, and teacher salaries on the one hand, and educational achievement as measured by various standardized test scores, on the other hand. Moreover, there is no clear correlation between federal spending on education and student achievement. In other words, the keys to educational excellence must lie outside of conventional measures of investment in America's schools.

The tremendous growth and popularity of charter schools (36 states and the District of Columbia have enacted charter school laws governing 1,689 operating charter schools) indicate

Per pupil expenditures have increased by more than 22.8 percent over the past two decades... yet 69 percent of American eighth graders are still performing below proficiency in reading.

TABLE ES.1 RANKING OF STATES BY ACADEMIC ACHIEVEMENT

State	Ranking
Iowa	1
Minnesota	2
Wisconsin	3
Massachusetts	4
Montana	5
Nebraska	6
New Hampshire	7
Oregon	8
Washington	8
Alaska	10
Kansas	11
Vermont	12
Connecticut	13
North Dakota	14
Maine	15
Utah	16
Wyoming	17
Colorado	18
Illinois	19
Nevada	19
South Dakota	19
Missouri	22
Arizona	23
Maryland	24
New Jersey	25
Michigan	26
Virginia	27
Indiana	28
Idaho	29
Ohio	30
New York	31
Rhode Island	32
California	33
Hawaii	34
Texas	35
Delaware	36
Oklahoma	37
Florida	38
West Virginia	39
North Carolina	40
Kentucky	41
Arkansas	42
Pennsylvania	43
New Mexico	44
Tennessee	45
Alabama	46
Georgia	47
South Carolina	48
Louisiana	49
District of Columbia	50
Mississippi	51

See appendices for methodology

that improving student achievement is not based on dollars spent, schools constructed, or even teachers hired. Instead, improvements are realized with the strength of civic institutions, such as parental involvement, the decentralization of district-controlled public schools, and strong family structures. Measuring such institutional standards is difficult. The basic conclusion of this study, however, is that lawmakers intent on improving the education of America's young people need to look beyond conventional educational markers. While factors such as dollars per pupil spent, pupil-to-teacher ratios, and teacher salaries are easy to measure, they do not, by themselves, produce educational achievement. Basic highlights of the 2000 *Report Card on American Education* include:

- Iowa, followed closely by Minnesota and Wisconsin, had the top performing public elementary and secondary schools in the nation, as measured by several standardized tests. Montana, which ranked second last year, dropped three spots to fifth in the nation. Mississippi, the District of Columbia, and Louisiana ranked at the bottom of the scale (See Table ES.1).

- Sixty nine percent of public school eighth graders taking the NAEP reading exam in 1998 performed below the "proficiency" level. Twenty six percent of eighth graders taking the exam performed below the "basic" level.

- There is no immediately evident correlation between conventional measures of educational inputs, such as expenditures per pupil and teacher salaries, and educational outputs, such as average scores on standardized test scores. In fact, of all the educational inputs measured in this study, only higher pupil-to-teacher ratios, fewer students per school, and a lower percentage of a state's total budget received from the federal government have a positive impact on educational achievement. These results, however, are weak at best, and do not hold when measured as changes over the past two decades.

- Thirty-six states and the District of Columbia have passed charter school laws since 1991. There were 1,689 charter schools operating in these states and the District of Columbia as of April 2000.

Other key, state-by-state findings of the report include:

- There was a general shift in student enrollment over the past two decades from the North and East regions of the country to the West and Southwest. Predictions by the Department of Education indicate that this general geographic trend will continue at least over the next ten years.

- Minority enrollment in American public schools has increased from 26.7 percent in 1978 to 36.5 percent in 1997, driven primarily by rapid increases in the number of Hispanic students. The District of Columbia, Hawaii and New Mexico had the greatest percentage of minority students in each of the three benchmark years, 1978-79, 1988-89, and 1997-98.

BEST COPY AVAILABLE

- According to the Center for Education Reform, Arizona has the strongest charter school law in the nation. Michigan, Minnesota, the District of Columbia, Delaware, Massachusetts, Texas, California, and Florida also have good charter laws. Mississippi, Kansas, and Virginia have the weakest laws.
- The largest 230 school districts during the 1997-98 school year (those with total enrollment of 25,000 students or more) represent a mere 1.6 percent of school districts nationwide, but contain 31.5 percent of all students in the United States. At the other end of the spectrum, the smallest school districts (those with total enrollment of fewer than 300 students) represent 21.4 percent of all districts in the United States and contain less than one percent of total students.
- Over the past 20 years, expenditures per pupil in constant dollar terms have increased nationwide by 22.8 percent. Maine (+81.7 percent), followed closely by Connecticut (+80.4 percent) and West Virginia (+61.0 percent) led the nation in increased spending since 1978.
- In 1978 and 1988, Alaska spent more money per pupil than any other state in the nation. Over the past 10 years, however, three east-coast states, New Jersey, New York and Connecticut have surpassed Alaska and now spend more per pupil than Alaska and every other state.
- California is the only state to have an increase in the pupil-teacher ratio over the past two decades. Every other state had a decrease of at least one pupil per teacher. Nationwide, the average pupil to teacher ratio has decreased by 14 percent, from 19.4 students per teacher during the 1978-79 school year to 16.6 students per teacher during the 1998-99 school year.
- In 2000, 38 percent of high school graduates took the ACT Assessment test, with a national average score of 21. The ACT is the primary test taken in 26 states. Seven of these states had average ACT Assessment scores of 22 or greater: Oregon (22.7), New Hampshire (22.5), Washington (22.4), New York (22.2), Vermont (22.2), Iowa (22), and Minnesota (22).
- Nationally, average SAT scores have risen by 1.7 percent over the past two decades. Specifically, math scores have increased by 4 percent, while verbal scores have remained flat. The District of Columbia experienced the greatest improvement in combined SAT scores, from 885 in 1978, to 980 in 2000 (10.7 percent). Alabama was a close second with a 10.6 percent improvement. Fourteen states experienced a decline in average SAT scores between 1978 and 2000. Arizona experienced the largest decline dropping 6.5 percent from 1116 in 1978 to 1044 in 2000. Washington (-4.6 percent), Montana (-3.7 percent), and New Hampshire (-3.1 percent) also experienced significant declines.

During the 1998-99 school year, 60 percent of secondary schools in the United States participated in the Advanced Placement program. This increased participation from earlier years was accompanied by an 11 percent increase in the total number of Advanced Placement candidates. In five states and the District of Columbia the percentage of participating schools declined: the District of Columbia (-8 percentage points), Nebraska (-3.8 percentage points), Louisiana (-3.7 percentage points), Mississippi (-1.9 percentage points), Iowa (-1.3 percentage points), and North Dakota (-0.3 percentage points). However, only Alabama and Nebraska had fewer total AP candidates and fewer AP exams taken in 1999 than in the previous year.

The Report Card enforces the growing consensus that simply increasing spending on education is not enough to improve student performance.

Glossary of Common Terms

Advanced Placement Term describing advanced, college-level classes offered to high school students. Most colleges grant incoming freshmen credit towards graduation for advanced placement classes passed with a high enough score.

ACT Assessment A standardized test designed to assess high school students' general educational development and their ability to complete college-level work. The tests are created and administered by ACT, Inc., an independent non profit organization.

ADA Average Daily Attendance is the aggregate attendance of a given school during a reporting period divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The average daily attendance for groups of schools having varying lengths of terms is the sum of the average daily attendances obtained for the individual schools.

Assessment Is a term referring to a method used to find an accurate way to measure student success, and hold schools accountable.

Charter schools A group of teachers or other would-be educators apply for permission from their local education authority to open a school, operating with taxpayer dollars, just like a public school. In exchange for exemption from bureaucratic rules and red tape, they are held to a higher standard. If they don't meet the educational objectives of their charter, they can have their charters revoked.

Goals 2000 The Goals 2000 program codifies the National Education Goals developed in 1989 by President Bush, the nation's governors, and a National Education Goals Panel. These goals were to be met by the year 2000. The goals are by the year 2000: Goal 1: All children in America will start school ready to learn. Goal 2: The high school graduation rate will increase to at least 90 percent. Goal 3: American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy. Goal 4: U.S. students will be first in the world in science and mathematics achievement. Goal 5: Every adult American will be literate and will posses the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. Goal 6: Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

NAEP National Assessment of Educational Progress (NAEP) is the nation's primary ongoing survey of what students know and can do in various academic subject areas.

NCES National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations.

SAT Scholastic Aptitude Test is a test used by colleges to assess high school students' general educational development and their ability to complete college-level work. The test is developed and administered by The College Board, a nonprofit, national association of schools, colleges, and other educational organizations.

School Choice Legislative reform of a state's existing public school laws to give parents the ability to choose an alternative public, and in some cases private, school for their children.

Title I A federally funded program to provided extra help in reading and writing across the curriculum in schools.

Introduction

In 1993, the American Legislative Exchange Council (ALEC) published the first of what would evolve into an annual *Report Card on American Education: A State-by-State Analysis*. The present publication marks the eighth edition in the *Report Card* series, and the third in its present expanded format. The goal today, as it was at the outset of the project, is to collect, within a single volume, the most basic and customary measures of educational resources and achievement on a state-by-state basis. The *Report Card* is neither a policy manual nor an ideological document. It is a collection of data organized in a format to assist policymakers at the local, state, and federal levels, in understanding what public education resources produce the best public education results.

The Report Card is neither a policy manual nor an ideological document.

The 2000 *Report Card on American Education* is divided into four chapters:

Chapter One ..... Measures of general educational demographics
Chapter Two..... Measures of educational inputs
Chapter Three ..... Measures of educational outputs
Chapter Four ..... Measures of correlation between educational inputs and outputs

Each chapter presents and analyzes the latest available data for public elementary and secondary schools in each of the fifty states and the District of Columbia. In addition, historical data is presented when available and appropriate. The historical data is typically presented for three benchmark school years: 1978-79, 1988-89, and 1998-99. Such a dual presentation should be valuable for policymakers, as they examine both what works over time, from state-to-state, and what has worked within a single state. Most of the data in this year's *Report Card* is derived from the National Center for Education Statistics' *Digest of Education Statistics* or common core of data.

The first chapter, "Basic Educational Demographics," sets the stage for the report by highlighting basic state data such as population, educational attainment levels, median family income, and poverty. Chapter one also includes basic educational information, such as the school age population per state, public school enrollment, and charter school enrollment per state. Basic data such as school districts per state, schools per state, students per school, and minority student enrollment are also included. It also presents changes per state in many of these indicators over the past two decades. Some of the tables rank states based on these various measures.

Chapter two, "Measures of Educational Outputs," presents basic data on the resources that states dedicate to public elementary and secondary education. Among the factors reported are staffing variables, such as total number of instructional staff, total number of education personnel, pupil-to-teacher ratios, and pupil-to-staff ratios. Also recorded are several financial variables, such as expenditures per pupil, average teacher and instructional staff salaries, and sources of educational funding. New to chapter two this year is a look at how teachers salaries compare to workers in the rest of the state. Chapter two also includes a breakdown of the funds received by the states from several key federal education programs including Goals 2000, Safe and Drug Free Community grants, and the Elementary and Secondary Education Act (ESEA). Again, when possible, this data is presented for benchmark school years over the past two decades and ranked by state.

The third chapter, "Measures of Educational Outputs," presents basic data on the effectiveness of public education in each state. This chapter presents various measures that may be used as general guidelines to educational success in the American public school system, such as: Scholastic Aptitude Test (SAT) results, American Academic Testing (ACT) results, National Assessment of Educational Progress (NAEP) test results, and school participation in Advanced Placement programs. As with the previous chapters, this information is presented for several benchmark years over the past two decades and ranked by state when appropriate.

Chapter four, "Measures of Correlation Between Inputs and Outputs," is where the proverbial rubber meets the road. This chapter contains three basic components correlating the inputs of

chapter two and the outputs of chapter three. The first simply presents, on a single table, measures of various educational inputs and outputs. Thus, SAT, ACT, and NAEP test results are presented alternatively with measures of public school staffing, public school financial inputs, and trends over time in key measures of both input categories. The second part of the chapter presents this data in a series of graphs that highlight the relationships between inputs, such as teacher salaries and outputs, such as SAT scoring. The final section of chapter four constructs and tests a statistical model of the correlation between a combination of educational inputs and outputs. Employing all three tests substantially decreases the likelihood that conclusions drawn from all three will be biased or misleading. This is done in order to respond to some analysts who have criticized each of these approaches as biased, incomplete, or misleading. Such a diverse analysis gives policy makers the best foundation on which to build their thinking and actions.

Since 1991, 36 states and the District of Columbia have passed charter school laws.

There are several features of the 2000 *Report Card* that strengthen the study's findings and conclusions. First, this edition includes expanded coverage of the growing charter school movement. Since 1991, 36 states and the District of Columbia have passed charter school laws that grant individual public schools and newly established public schools greater autonomy in establishing curricula, recruiting students, and setting achievement standards. The impact of a widespread charter school movement on America's public school system continues to be widely debated. However, the dramatic growth of charter schools over the past several years can be directly attributed to the growing interest and demand by parents for greater educational alternatives for their children. Not surprisingly, nearly 70 percent of charter schools have waiting lists equal to at least their current enrollment.[2] The report presents basic data on charter schools along with an expanded look at the percentage of minority students enrolled and the economic status of students in charter schools v. public schools. In addition, it is possible to determine what manner of legislation is necessary to foster charter schools based on the experience of the 37 charter states (includes the District of Columbia). Consistent with the larger report, the presentation of information on charter schools in this publication is meant only to be a guide to policy makers, not a policy prescription. The report also includes more detail on several key federal education programs. As the number and size of federal education programs increases, it is important to understand the impact that this investment has on actual student performance. Federal funds often are tied to increased regulations and standards. Does the imposition of such mandates improve the basic achievement of American students or tie the hands of local educators? Could state and local educators (or even parents) use these funds more efficiently if they were free to choose how the money is spent? These and similar questions should be answered before additional funding is funneled through existing channels.

The appendices include a state by state presentation of the study's key findings. This presentation should be helpful to policymakers interested in a particular state's record on educational investment and student achievement. These tables also are a convenient tool for further research on the educational situation in each state.

Finally, the statistical methods employed to rank each state's overall student achievement and the correlation between this achievement and measures of educational investment have been improved to provide a more accurate assessment of the state of public education in the states. Specifically, each state's participation in the Advanced Placement program and student achievement on AP exams has been incorporated into the general rankings to account for each state's emphasis on college preparation. For a complete explanation of all the statistical improvements made in this year's Report Card, please see Appendix A.

This report would not have been possible without the hard work and dedication of many individuals. The authors would specifically like to thank John S. Barry, the primary author of the previous two *Report Cards*, for providing an excellent roadmap to follow as we produced this year's report. The authors would also like to thank Mike Flynn, David Wargin, and Joe Rinzel at ALEC for their guidance and support.

15

Andrew T. LeFevre and Rea S. Hederman, Jr.
March 21, 2001

Chapter One : Basic Educational Demographics

Many underlying trends in student achievement and the basic structure of primary and secondary education are the result of general demographic changes. An increasing population places greater stress on existing infrastructure. Increased unemployment, deepening poverty and a shrinking tax base may all necessitate greater innovation on the part of local school officials and lawmakers to provide a consistent level of education. Therefore, it is important to investigate and understand the nature of changes in basic demographics on a state-by-state basis before looking at more specific measures of educational provision and student achievement.

Public School Enrollment

During the 1998-99 school year there were 50.9 million children between the ages of 5 and 17 living in the United States. Approximately 46.3 million (or 90.9 percent) of these children were enrolled in public elementary and secondary schools (See Table 1.2).

Nationally, the number of children enrolled in public schools has increased by 8.6 percent between the 1978-79 and 1998-99 school years.

Nationally, the number of children enrolled in public schools has increased by 8.6 percent between the 1978-79 and 1998-99 school years. By comparison, the total school-age population has increased by 6 percent since 1978. These changes mask the fact that between 1978 and 1988 public school enrollment decreased by 5.7 percent and then increased over the following decade by 15.2 percent. School-age population followed the same general trend, decreasing by 5.5 percent between 1978 and 1988 and then increasing by 11.4 percent during the following ten years (See Tables 1.2, 1.4, and 1.5).

The slight increase in public school enrollment nationally over the past two decades hides the fact that 23 states and the District of Columbia actually experienced a decrease in the number of public school students, while the remaining 27 states experienced an increase in enrollment.

Fourteen states experienced double digit increases in public school enrollment between 1978 and 1998. Nevada experienced the greatest increase (112.7 percent) followed by Arizona (61.4 percent), Florida (54.2 percent), Alaska (49.2 percent), and Utah (46.8 percent). Only two states experienced a decline in enrollment greater than 20 percent. Delaware had the biggest decline (28.5 percent) followed by West Virginia (25.1 percent).

The National Center for Education Statistics (NCES)—the research branch of the Department of Education—estimates that between 1999 and 2010, public elementary and secondary school enrollment will decrease by .4 percent nationwide. NCES's forecast predicts a continuation of the current demographic shift in student enrollment from the North and East regions of the country to the West and Southwest (See Table 1.6).

- ✓ The five states with the largest projected increases are Nevada (15.8 percent), Alaska (15.1 percent), Idaho (11.1 percent), Arizona (9.7 percent), and New Mexico (9.2 percent).

The four states expected to experience the greatest decrease in public school enrollment are South Dakota (-12.8 percent), North Dakota (-10.8 percent), West Virginia (-9.3 percent), and Maine (-8.1 percent). The District of Columbia (-16.6 percent) is also predicted to lose students.

The minority enrollment in public schools nationwide has increased from 26.7 percent in 1978, to 36.5 percent in 1997. This growth has been driven primarily by the increase in Hispanic enrollment throughout the country, up from 6.4 percent in 1976 to 9.9 percent in 1986 and

14.4 percent in 1997. Nationwide, however, there has been an increase in each class of minority students (Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan native) as a percentage of total enrollment in public schools (See Tables 1.7 and 1.15).

The District of Columbia (96 percent), Hawaii (78.4 percent), New Mexico (62 percent), California (61.2 percent), and Texas (55 percent) had the highest minority enrollment percentages in 1997.

Over the past twenty years, Hispanic enrollment as a percentage of total student enrollment in California has increased from 20.5 percent to 40.5 percent and from 25.7 percent to 37.9 percent in Texas.

Public Schools and School Districts

Public education in the United States is provided through the 50 states and the District of Columbia. Every state, in turn, is subdivided into school districts. According to the NCES there were 14,568 school districts during the 1998-99 school year throughout the United States.

Each school district, in turn, oversees a number of elementary and secondary schools. There were approximately 88,223 elementary and public schools in 1998-99. These schools were educating some 46,244,000 students. On average, then, each school in the United States enrolled approximately 525 students (See Tables 1.9 and 1.10).

In 1998, 31 states and the District of Columbia had fewer students per school than the national average of 525, and 19 states had more than the national average. Only three states—South Dakota (158), Montana (179), and North Dakota (188)—had per school enrollment of fewer than 200 students. Nebraska (208) and Wyoming (230) ranked fourth and fifth. Florida (833), Georgia (779), Hawaii (753), California (732), and Nevada (704) had the largest schools as measured by student enrollment.

What becomes apparent when looking at the data for over the past two decades is that only two states experienced a decline in students per school Michigan (-12.5 percent) and Ohio (-4.1 percent). Amazingly, forty states and the District of Columbia experience at least double digit growth in students per school from 1978 to 1998 and in four states, students per school grew by over 200 percent Hawaii (343.8 percent), Nevada (340.3 percent), the District of Columbia (259.2 percent), and Delaware (208.2 percent).

On average, each school district in the nation during the 1998-99 school year contained just slightly more than six schools, educating approximately 3,177 students. These averages, however, hide the underlying distribution of schools and students per school district (See Tables 1.10 and 1.11).

- ✓ Seven states (Hawaii, Maryland, Florida, Nevada, Louisiana, North Carolina and Utah) and the District of Columbia had more than 10,000 students per school district during the 1998-99 school year. At the opposite end of the spectrum, 23 states had an average of 3,000 or fewer students per school district.
- ✓ The largest 230 school districts during the 1997-98 school year (those with total enrollment of 25,000 students or more) represent a mere 1.6 percent of school districts nationwide, but contain 31.5 percent of all students in the United States. On the other hand, the smallest school districts (those with total enrollment of fewer than 300 students) represent 21.4 percent of all districts in the United States and contain less than one percent of total students.

Charter Schools

Since 1991, 36 states and the District of Columbia have passed charter school laws that grant individual public schools greater autonomy in establishing curricula, recruiting students, and setting achievement standards. The American Legislative Exchange Council's (ALEC) Education Task Force has model legislation supporting charter schools. The dramatic growth of charter schools over the past several years can be directly attributed to the growing interest and demand by parents for greater educational alternatives for their children. Although it is still too early to determine, through a data-intensive study such as this one, the effects of a widespread charter school movement, it is possible to present basic data on these schools (See Table 1.13).

The effectiveness and growth of charter schools within a state depends on the strength of that specific state's charter law.

As the Center for Educational Reform has noted in its landmark study, *Charter School Workbook: Your Roadmap to the Charter School Movement,* not all charter laws are created equal.[3] The effectiveness and growth of charter schools within a state depends on the strength of that specific state's charter law. The Center for Educational Reform has ranked each of the 36 states and the District of Columbia that passed a charter school law based on several criteria.[4] These measures of strength are:

- Number of charter schools permitted;
- Creation of multiple chartering authorities and a binding appeals process;
- Wide variety of acceptable applicants to run charter schools allowed;
- New start-ups permitted;
- Formal evidence of local support is not required of new charter schools;
- Automatic waiver from laws and regulations extended to charter schools;
- Charter schools enjoy relative legal and operational autonomy;
- New charter schools guaranteed full funding;
- Charter schools given full autonomy over fiscal matters; and
- Exemption from collective bargaining and district work rules extended to charters.

The results of ranking the 37 "charter states" (including the District of Columbia) by these ten criteria are displayed in Table 1.13.

- ✓ Arizona, Michigan, Minnesota, the District of Columbia, and Delaware have the strongest charter school laws, according to the Center.
- ✓ Mississippi, Kansas, Virginia, Arkansas, and Rhode Island have the weakest laws.

As of Spring 2000 there were 1,689 charter schools in operation, 998 of which opened during the past two school years.[5] Based on data collected by the NCES for the 1996-97 school year (during which 433 charter schools were in operation), there were a total of 110,122 students attending charter schools nationwide. This represented just 0.5 percent of the entire public school enrollment in the United States during the 1996-97 school year (See Table 1.14 and Figure 1.1).

Minnesota was the first state to adopt charter school legislation in 1991. California adopted similar legislation in 1992 and six more states adopted some form of legislation in 1993 (Colorado, Georgia, Massachusetts, Michigan, New Mexico, and Wisconsin).

Minority enrollment in charter schools varies widely from state to state. In the District of Columbia, 100 percent of students in charter schools are black. In Texas, 58.1 percent of students in charter schools are Hispanic. And in Colorado, 77.9 percent of the students in

charter schools are white. As Table 1.14 makes clear, however, nationwide the percentage enrollment by race in charter schools does not differ substantially from the percent enrollment by race in all public schools.

FIGURE 1.1 GROWTH IN CHARTER SCHOOLS, NATIONWIDE

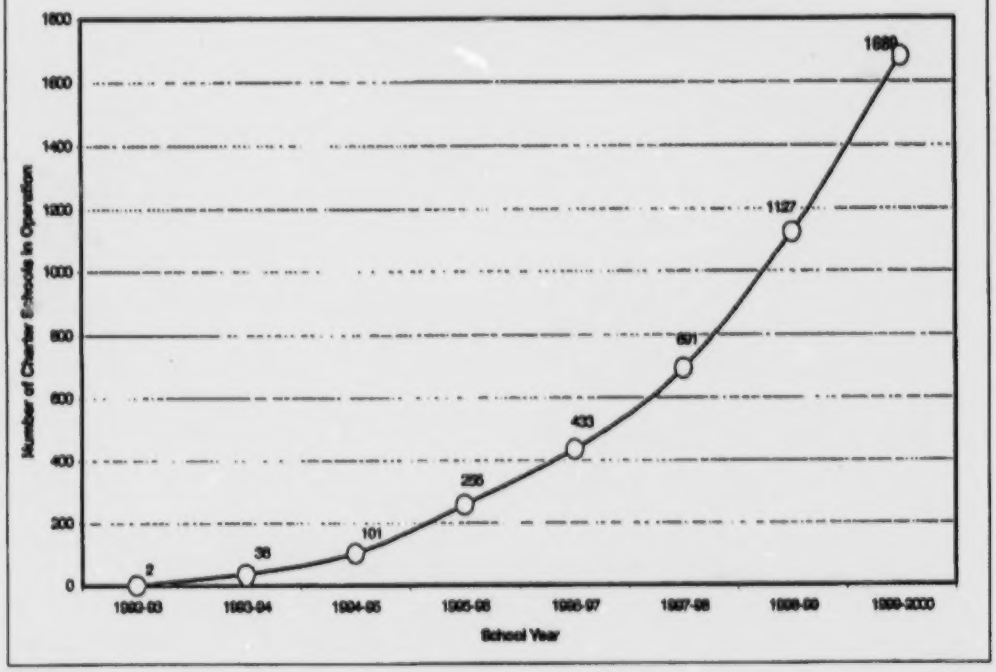
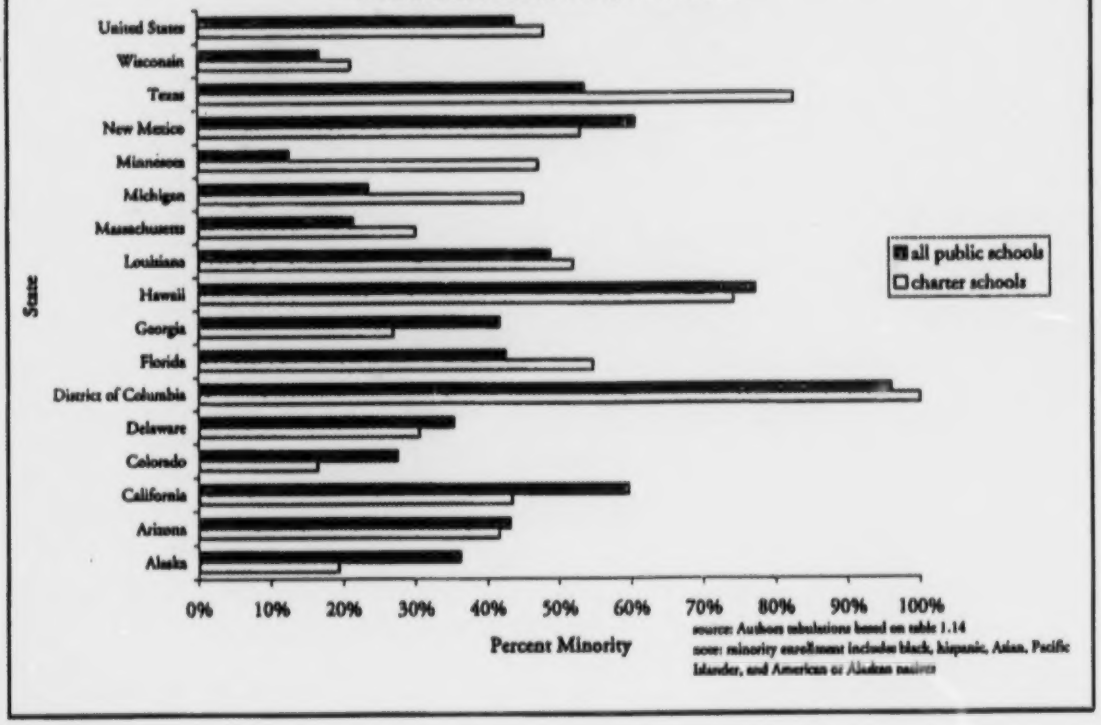


FIGURE 1.2 MINORITY ENROLLMENT IN PUBLIC SCHOOLS AND CHARTER SCHOOLS, BY STATE



source: Authors tabulations based on table 1.14
note: minority enrollment includes black, hispanic, Asian, Pacific Islander, and American or Alaskan native

BEST COPY AVAILABLE

TABLE 1.1 BASIC DEMOGRAPHIC CHARACTERISTICS

	Median Family Income	Rank	Percent in Poverty	Rank	Percent completed High School or more*	Rank	Percent completed Bachelor's degree or more*	Rank
United States	*$39,657*		*12.6*					
Alabama	$35,478	37	15.1	12	77.5	50	20.4	44
Alaska	$51,046	1	8.6	44	90.4	5	28.1	13
Arizona	$36,337	34	15.2	11	85.1	31	24.6	24
Arkansas	$28,398	51	16.4	6	81.7	41	18.4	49
California	$42,262	17	15.3	10	81.2	43	27.5	14
Colorado	$46,950	5	8.6	45	89.7	9	34.6	2
Connecticut	$47,997	4	8.4	48	88.2	13	31.6	6
Delaware	$44,627	11	10.1	37	86.1	26	24	29
District of Columbia	$35,309	39	19.7	2	83.2	35	38.3	1
Florida	$35,081	41	13.3	18	84	34	22.8	37
Georgia	$39,003	24	13.7	16	82.6	38	23.1	35
Hawaii	$42,864	16	11.9	23	87.4	17	26.3	20
Idaho	$36,023	36	13.9	13	86.2	23	20	45
Illinois	$44,459	12	10.4	34	85.5	29	27.1	17
Indiana	$40,635	19	8.3	49	84.6	33	17.1	50
Iowa	$38,047	28	8.7	43	89.7	10	25.5	23
Kansas	$37,618	29	10.5	33	88.1	14	27.3	15
Kentucky	$35,226	40	13.8	15	78.7	49	20.5	43
Louisiana	$33,218	45	18.2	3	80.8	44	22.5	39
Maine	$36,459	33	10.4	35	89.3	12	24.1	28
Maryland	$50,630	2	7.6	51	85.7	27	32.3	4
Massachusetts	$43,697	13	10.9	31	85.1	32	32.7	3
Michigan	$43,066	14	10.3	36	86.2	24	23	36
Minnesota	$46,802	6	9.1	41	90.8	3	31.2	7
Mississippi	$30,628	49	16.8	4	80.3	45	18.7	48
Missouri	$40,166	21	11.1	28	86.6	21	26.2	21
Montana	$31,280	48	15.9	7	89.6	11	23.8	31
Nebraska	$37,338	30	11	29	90.4	6	24.6	25
Nevada	$40,882	18	11	30	82.8	37	19.3	46
New Hampshire	$44,891	9	8.9	42	88.1	15	30.1	8
New Jersey	$50,234	3	8.5	46	87.3	18	30.1	9
New Mexico	$31,981	47	20.8	1	82.2	40	23.6	33
New York	$36,479	27	15.7	8	82.5	39	28.7	11
North Carolina	$37,057	32	13	21	79.2	47	23.2	34
North Dakota	$32,238	46	13.9	14	85.5	30	22.6	38
Ohio	$38,970	25	11.4	26	87	19	24.6	26
Oklahoma	$33,311	44	13.5	17	86.1	25	22.5	40
Oregon	$39,768	22	13.1	20	88.1	16	27.2	16
Pennsylvania	$38,938	26	10.6	32	85.7	28	24.3	27
Rhode Island	$40,213	20	11.4	27	81.3	42	26.4	18
South Carolina	$35,376	38	12.8	22	83	36	19	47
South Dakota	$33,438	43	11.7	25	91.8	1	25.7	22
Tennessee	$34,393	42	13.2	19	79.9	46	22	41
Texas	$37,320	31	15.6	9	79.2	48	23.9	30
Utah	$45,257	8	7.9	50	90.7	4	26.4	19
Vermont	$39,419	23	9.6	39	90	7	28.8	10
Virginia	$44,884	10	9.8	38	86.6	22	31.9	5
Washington	$46,788	7	9.2	40	91.8	2	28.6	12
West Virginia	$28,420	50	16.7	5	77.1	51	15.3	51
Wisconsin	$43,055	15	8.5	47	88.7	20	23.8	32
Wyoming	$36,039	35	11.9	24	90	8	20.6	42

21

*Note: Percent of population age 25 or older

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics, 1999*. *Poverty in the United States*, 1998 Bureau of the Census.

TABLE 1.2 PUBLIC SCHOOL ENROLLMENT AS A PERCENTAGE OF SCHOOL AGE POPULATION, 1998-99

	School age population, 1998 (ages 5-17)	Public school enrollment as % of school-age	School age population, 1988 (ages 5-17)	Public school enrollment as % of school-age	School age population, 1978 (ages 5-17)	Public school enrollment as % of school-age
United States	*50,905,921*	*90.9%*	*45,387,000*	*88.6%*	*48,015,000*	*88.7%*
Alabama	789,333	93.7%	819,000	88.5%	857,000	88.9%
Alaska	142,903	94.7%	110,000	96.8%	104,000	87.2%
Arizona	895,218	91.9%	653,000	88.0%	531,000	96.0%
Arkansas	478,837	95.4%	476,000	91.7%	484,000	94.4%
California	6,347,098	92.1%	5,113,000	90.3%	4,677,000	89.5%
Colorado	761,718	91.8%	605,000	92.6%	582,000	95.9%
Connecticut	579,428	94.2%	538,000	86.2%	669,000	88.8%
Delaware	129,860	61.2%	118,000	81.9%	130,000	85.4%
District of Columbia	72,431	93.7%	91,000	93.2%	135,000	84.3%
Florida	2,586,883	90.2%	1,947,000	88.4%	1,662,000	91.1%
Georgia	1,454,483	96.3%	1,280,000	86.6%	1,181,000	92.6%
Hawaii	214,232	87.5%	196,000	84.6%	200,000	85.4%
Idaho	259,691	94.2%	223,000	96.2%	203,000	95.3%
Illinois	2,296,551	87.6%	2,144,000	83.7%	2,504,000	83.9%
Indiana	1,106,627	89.3%	1,072,000	89.6%	1,230,000	90.5%
Iowa	539,958	93.1%	523,000	91.4%	643,000	88.4%
Kansas	515,347	91.2%	462,000	92.3%	491,000	88.3%
Kentucky	724,726	88.1%	728,000	87.6%	784,000	88.4%
Louisiana	878,063	87.1%	924,000	85.1%	969,000	84.3%
Maine	224,438	94.0%	220,000	96.8%	248,000	96.8%
Maryland	943,128	89.2%	801,000	86.0%	930,000	87.1%
Massachusetts	1,064,414	89.1%	932,000	88.4%	1,242,000	87.1%
Michigan	1,894,530	89.5%	1,776,000	89.1%	2,151,000	88.9%
Minnesota	942,066	90.9%	795,000	91.4%	911,000	88.7%
Mississippi	554,803	90.6%	574,000	87.7%	596,000	82.8%
Missouri	1,042,745	85.9%	942,000	85.6%	1,042,000	86.4%
Montana	171,598	93.2%	159,000	95.7%	179,000	91.6%
Nebraska	330,989	87.6%	303,000	88.9%	343,000	86.8%
Nevada	331,047	94.0%	184,000	95.9%	148,000	98.8%
New Hampshire	225,490	90.1%	194,000	87.3%	197,000	87.5%
New Jersey	1,443,241	86.0%	1,302,000	83.0%	1,603,000	83.4%
New Mexico	371,207	88.6%	315,000	92.8%	297,000	94.0%
New York	3,249,139	87.4%	3,081,000	83.5%	3,795,000	81.5%
North Carolina	1,392,729	89.4%	1,187,000	91.3%	1,238,000	93.9%
North Dakota	122,404	93.6%	131,000	90.7%	148,000	82.4%
Ohio	2,101,841	87.6%	2,049,000	86.8%	2,416,000	87.0%
Oklahoma	651,067	96.5%	635,000	91.4%	608,000	96.9%
Oregon	608,229	89.2%	496,000	93.1%	511,000	92.2%
Pennsylvania	2,140,017	84.9%	2,057,000	80.7%	2,477,000	82.6%
Rhode Island	175,805	87.4%	164,000	81.9%	201,000	79.9%
South Carolina	706,248	92.7%	690,000	89.2%	685,000	91.2%
South Dakota	150,843	87.4%	140,000	90.7%	155,000	89.2%
Tennessee	969,365	93.2%	921,000	89.2%	956,000	91.3%
Texas	4,013,816	98.9%	3,498,000	93.9%	2,971,000	96.5%
Utah	497,578	95.9%	452,000	95.4%	323,000	95.1%
Vermont	108,620	98.2%	101,000	92.5%	111,000	91.3%
Virginia	1,197,604	93.9%	1,040,000	94.5%	1,124,000	93.9%
Washington	1,085,679	92.1%	842,000	93.9%	816,000	94.3%
West Virginia	305,065	97.2%	364,000	92.3%	400,000	98.9%
Wisconsin	1,018,146	86.4%	916,000	84.6%	1,063,000	83.4%
Wyoming	98,643	95.7%	102,000	95.9%	94,000	95.6%

Source: National Education Association Estimates of School Statistics 1977-78. 1998 figures from the Department of Education's Projections of Education Statistics to 2010. Population Estimates Branch, Bureau of the Census. Author's tabulations.

TABLE 1.3 STUDENT ENROLL MENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

	Elementary			Secondary		
	1998-99	1988-89	1978-79	1998-99	1988-89	1978-79
United States	*29,444,598*	*28,500,726*	*28,455,000*	*16,841,453*	*11,691,660*	*14,156,000*
Alabama	418,540	521,650	509,616	321,416	203,101	252,050
Alaska	96,979	78,518	62,802	38,394	27,963	27,926
Arizona	802,944	417,579	349,695	220,096	157,311	160,135
Arkansas	249,073	309,268	313,738	207,637	127,119	142,960
California	4,185,081	3,317,194	2,728,637	1,659,030	1,300,926	1,459,330
Colorado	392,607	399,853	374,158	306,528	160,226	184,127
Connecticut	396,495	331,397	396,975	149,168	132,091	196,782
Delaware	52,290	68,866	69,811	27,144	27,792	41,223
District of Columbia	61,492	62,334	79,963	51,590	22,456	33,895
Florida	1,339,325	1,232,007	1,027,152	994,245	488,923	486,667
Georgia	709,149	807,864	763,116	692,142	300,130	330,140
Hawaii	107,046	118,648	113,341	80,349	48,840	57,420
Idaho	131,018	155,505	139,481	113,605	59,110	63,541
Illinois	1,449,232	1,259,124	1,395,192	562,298	535,792	704,965
Indiana	547,234	667,647	720,671	440,860	293,347	392,660
Iowa	283,849	333,988	369,307	238,721	144,212	199,233
Kansas	315,119	306,751	293,124	154,639	119,845	140,423
Kentucky	450,451	451,805	477,570	188,379	185,822	215,429
Louisiana	552,464	581,095	565,844	212,475	205,588	250,825
Maine	151,005	148,904	161,797	59,922	63,996	78,219
Maryland	481,055	489,115	535,565	360,616	199,832	274,368
Massachusetts	701,552	577,795	721,266	246,761	245,633	380,198
Michigan	1,202,766	1,113,595	1,252,965	493,709	469,190	658,380
Minnesota	451,332	511,279	512,834	405,089	215,671	294,882
Mississippi	327,432	367,593	340,084	174,947	135,733	153,626
Missouri	635,257	567,860	593,923	260,047	238,779	306,079
Montana	109,450	109,526	109,463	50,538	42,665	54,863
Nebraska	154,105	191,302	194,376	135,876	78,132	103,420
Nevada	181,982	127,414	96,682	129,081	49,060	49,599
New Hampshire	136,068	119,785	117,241	67,059	49,628	55,148
NewJersey	887,468	755,073	884,390	353,406	325,798	452,937
New Mexico	181,009	200,129	187,102	147,744	92,296	92,147
New York	1,580,174	1,760,596	2,000,069	1,256,380	813,119	1,093,816
North Carolina	912,280	761,069	800,807	333,328	322,087	362,003
North Dakota	76,860	85,182	77,544	37,737	33,627	44,477
Ohio	1,203,360	1,229,384	1,396,760	638,707	549,160	705,660
Oklahoma	349,860	413,656	398,510	276,850	168,770	190,360
Oregon	363,700	328,226	317,533	179,109	133,526	153,841
Pennsylvania	984,830	1,132,631	1,326,561	831,736	527,083	720,185
Rhode Island	89,381	95,285	107,705	64,329	39,062	52,951
South Carolina	468,251	437,826	426,682	186,742	177,948	196,249
South Dakota	90,540	92,556	90,437	41,224	34,354	47,791
Tennessee	654,059	585,972	616,060	249,260	235,608	256,976
Texas	2,271,646	2,392,079	1,999,905	1,699,621	891,828	867,349
Utah	323,043	319,423	226,391	154,018	111,696	96,635
Vermont	58,613	66,745	69,618	48,078	26,719	31,674
Virginia	718,072	699,064	730,918	405,950	283,329	324,320
Washington	541,573	563,100	513,000	456,043	227,818	256,246
West Virginia	188,907	231,819	269,979	107,655	104,093	125,743
Wisconsin	600,696	535,215	559,786	278,639	239,642	326,633
Wyoming	47,884	70,415	64,854	46,536	27,378	29,474

Sources: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1980, 1990. 1998-99 figures are estimates as recorded in the Department of Education's *Projections of Education Statistics to 2010*; National Education Association, Estimates of School Statistics 2000, 1998-99, and 1978-79. Author's tabulations.

Elementary and Secondary Combined			Percent change 1975-79 to 1989	Percent change 1988-89 to 1998	Percent change 1975-79 to 1998
1998-99	1988-89	1978-79			
46,286,051	40,192,386	42,611,000	-5.7%	15.2%	8.6%
739,956	724,751	761,666	-4.8%	2.1%	-2.9%
135,373	106,481	90,728	17.4%	27.1%	49.2%
823,040	574,890	509,830	12.8%	43.2%	61.4%
456,710	436,387	456,698	-4.4%	4.7%	0.0%
5,844,111	4,618,120	4,187,967	10.3%	26.5%	39.5%
699,135	560,081	558,285	0.3%	24.8%	25.2%
545,663	463,488	593,757	-21.9%	17.7%	-8.1%
79,434	96,678	111,034	-12.9%	-17.8%	-28.5%
113,082	84,792	113,858	-25.5%	33.4%	-0.7%
2,333,570	1,720,930	1,513,819	13.7%	35.6%	54.2%
1,401,291	1,107,994	1,093,256	1.3%	26.5%	28.2%
187,395	167,488	170,761	-1.9%	11.9%	9.7%
244,623	214,615	203,022	5.7%	14.0%	20.5%
2,011,530	1,794,916	2,100,157	-14.5%	12.1%	-4.2%
988,094	960,994	1,113,331	-13.7%	2.8%	-11.2%
502,570	478,200	568,540	-15.9%	5.1%	-11.6%
469,758	426,596	433,547	-1.6%	10.1%	8.4%
638,830	637,627	692,999	-8.0%	0.2%	-7.8%
784,939	786,683	816,669	-3.7%	-2.8%	-6.3%
210,927	212,902	240,016	-11.3%	-0.9%	-12.1%
841,671	688,947	809,933	-14.9%	22.2%	3.9%
948,313	823,428	1,081,464	-23.9%	15.2%	-12.3%
1,696,475	1,582,785	1,911,345	-17.2%	7.2%	-11.2%
856,421	726,950	807,716	-10.0%	17.8%	6.0%
502,379	503,326	493,710	1.9%	-0.2%	1.8%
895,304	806,639	900,002	-10.4%	11.0%	-0.5%
159,988	152,191	164,326	-7.4%	5.1%	-2.6%
289,981	269,434	297,796	-9.5%	7.8%	-2.6%
311,063	176,474	146,281	20.6%	76.3%	112.6%
203,127	169,413	172,389	-1.7%	19.9%	17.8%
1,240,874	1,060,871	1,337,327	-19.2%	14.8%	-7.2%
328,753	292,425	279,249	4.7%	12.4%	17.7%
2,838,554	2,573,715	3,093,885	-16.8%	10.3%	-8.3%
1,245,608	1,083,156	1,162,810	-6.9%	15.0%	7.1%
114,597	118,809	122,021	-2.6%	-3.5%	-6.1%
1,842,067	1,778,544	2,102,440	-15.4%	3.6%	-12.4%
628,510	580,426	588,870	-1.4%	8.3%	6.7%
542,809	461,752	471,374	-2.0%	17.6%	15.2%
1,816,566	1,659,714	2,046,746	-18.9%	9.5%	-11.2%
153,710	134,347	160,656	-16.4%	14.4%	-4.3%
654,993	615,774	624,931	-1.5%	6.4%	4.8%
131,764	126,910	138,228	-8.2%	3.8%	-4.7%
903,319	821,580	873,036	-5.9%	9.9%	3.5%
3,971,267	3,283,707	2,867,254	14.5%	20.9%	38.5%
477,061	431,119	325,026	32.6%	10.7%	46.8%
106,691	93,464	101,292	-7.7%	14.2%	5.3%
1,124,022	982,393	1,055,238	-6.9%	14.4%	6.5%
999,616	790,918	769,246	2.8%	26.4%	29.9%
296,562	335,912	395,722	-15.1%	-11.7%	-25.1%
879,535	774,857	886,419	-12.6%	13.5%	-0.8%
94,420	97,793	94,328	3.7%	-3.4%	0.1%

BEST COPY AVAILABLE

TABLE 1.4 STUDENT ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, RANKED BY 1998-99 TOTAL ENROLLMENT

	1998-99 Enrollment	Rank	1988-89 Enrollment	Rank	1978-79 Enrollment	Rank
United States	*46,286,051*		*40,192,386*		*42,611,000*	
California	5,844,111	1	4,618,120	1	4,187,967	1
Texas	3,971,267	2	3,283,707	2	2,867,254	3
New York	2,838,554	3	2,573,715	3	3,093,885	2
Florida	2,333,570	4	1,720,930	6	1,513,819	8
Illinois	2,011,530	5	1,794,916	4	2,100,157	5
Ohio	1,842,067	6	1,778,544	5	2,102,440	4
Pennsylvania	1,816,566	7	1,659,714	7	2,046,746	6
Michigan	1,696,475	8	1,582,785	8	1,911,345	7
Georgia	1,401,291	9	1,107,994	9	1,093,256	12
North Carolina	1,245,608	10	1,083,156	10	1,162,810	10
New Jersey	1,240,874	11	1,080,871	11	1,337,327	9
Virginia	1,124,022	12	982,393	12	1,055,236	14
Washington	999,616	13	790,918	17	769,246	21
Indiana	988,094	14	960,994	13	1,113,331	11
Massachusetts	948,313	15	823,428	14	1,081,484	13
Tennessee	903,319	16	821,580	15	873,036	17
Missouri	895,304	17	806,639	16	900,002	15
Wisconsin	879,535	18	774,857	19	886,419	16
Minnesota	856,421	19	726,950	20	807,716	20
Maryland	841,671	20	688,947	22	809,933	19
Arizona	823,040	21	574,890	28	509,830	29
Louisiana	764,939	22	786,683	18	816,669	18
Alabama	739,956	23	724,751	21	761,666	22
Colorado	699,135	24	560,081	27	558,285	28
South Carolina	654,993	25	615,774	24	624,931	24
Kentucky	638,830	26	637,627	23	692,999	23
Oklahoma	628,510	27	580,428	25	586,870	26
Connecticut	545,663	28	463,488	30	593,757	25
Oregon	542,809	29	461,752	31	471,374	31
Iowa	502,570	30	478,200	29	568,540	27
Mississippi	502,379	31	503,326	28	493,710	30
Utah	477,061	32	431,119	33	325,026	35
Kansas	469,758	33	426,596	34	433,547	33
Arkansas	456,710	34	436,387	32	456,698	32
New Mexico	328,753	35	292,425	36	279,249	37
Nevada	311,063	36	176,474	40	146,281	44
West Virginia	296,562	37	335,912	35	395,722	34
Nebraska	289,981	38	269,434	37	297,796	36
Idaho	244,623	39	214,615	38	203,022	39
Maine	210,927	40	212,902	39	240,016	38
New Hampshire	203,127	41	169,413	41	172,389	40
Hawaii	187,395	42	167,486	42	170,761	41
Montana	159,988	43	152,191	43	164,326	42
Rhode Island	153,710	44	134,347	44	160,656	43
Alaska	135,373	45	106,481	47	90,728	51
South Dakota	131,764	46	126,910	45	138,228	45
North Dakota	114,597	47	118,809	46	122,021	46
District of Columbia	113,082	48	84,792	51	113,858	47
Vermont	106,691	49	93,464	50	101,292	49
Wyoming	94,420	50	97,793	48	94,328	50
Delaware	79,434	51	96,878	49	111,034	48

TABLE 1.5 PERCENT CHANGES IN STUDENT ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, RANKED BY CHANGE FROM 1977-78 TO 1997-98

	1977-78 to 1997-98 Percent change	Rank	1977-78 to 1987-88 Percent change	Rank	1987-88 to 1997-98 Percent change	Rank
United States	*8.6%*		*-5.7%*		*15.2%*	
Nevada	112.65%	1	20.6%	2	76.3%	1
Arizona	81.43%	2	12.8%	6	43.2%	2
Florida	54.15%	3	13.7%	5	35.6%	3
Alaska	49.21%	4	17.4%	3	27.1%	5
Utah	46.78%	5	32.6%	1	10.7%	28
California	39.55%	6	10.3%	7	26.5%	6
Texas	36.50%	7	14.5%	4	20.9%	11
Washington	29.95%	8	2.8%	11	26.4%	8
Georgia	28.18%	9	1.3%	13	26.5%	7
Colorado	25.23%	10	0.3%	14	24.8%	9
Idaho	20.49%	11	5.7%	8	14.0%	22
New Hampshire	17.83%	12	-1.7%	18	19.9%	12
New Mexico	17.73%	13	4.7%	9	12.4%	24
Oregon	15.15%	14	-2.0%	20	17.6%	15
Hawaii	9.74%	15	-1.9%	19	11.9%	26
Kansas	8.35%	16	-1.6%	17	10.1%	30
North Carolina	7.12%	17	-6.9%	26	15.0%	17
Oklahoma	6.73%	18	-1.4%	15	8.3%	33
Virginia	6.52%	19	-6.9%	27	14.4%	19
Minnesota	6.03%	20	-10.0%	33	17.8%	13
Vermont	5.33%	21	-7.7%	29	14.2%	21
South Carolina	4.81%	22	-1.5%	16	6.4%	36
Maryland	3.92%	23	-14.9%	40	22.2%	10
Tennessee	3.47%	24	-5.9%	25	9.9%	31
Mississippi	1.76%	25	1.9%	12	-0.2%	45
Wyoming	0.10%	26	3.7%	10	-3.4%	48
Arkansas	0.00%	27	-4.4%	23	4.7%	39
Missouri	-0.52%	28	-10.4%	34	11.0%	27
District of Columbia	-0.68%	29	-25.5%	51	33.4%	4
Wisconsin	-0.78%	30	-12.6%	36	13.5%	23
Nebraska	-2.62%	31	-9.5%	32	7.6%	34
Montana	-2.64%	32	-7.4%	28	5.1%	37
Alabama	-2.85%	33	-4.8%	24	2.1%	43
Illinois	-4.22%	34	-14.5%	39	12.1%	25
Rhode Island	-4.32%	35	-16.4%	44	14.4%	20
South Dakota	-4.68%	36	-8.2%	31	3.8%	40
North Dakota	-6.08%	37	-2.6%	21	-3.5%	49
Louisiana	-6.33%	38	-3.7%	22	-2.8%	47
New Jersey	-7.21%	39	-19.2%	48	14.8%	18
Kentucky	-7.62%	40	-8.0%	30	0.2%	44
Connecticut	-8.10%	41	-21.9%	49	17.7%	14
New York	-8.25%	42	-16.8%	45	10.3%	29
Michigan	-11.24%	43	-17.2%	46	7.2%	35
Pennsylvania	-11.25%	44	-18.9%	47	9.5%	32
Indiana	-11.25%	45	-13.7%	38	2.8%	42
Iowa	-11.60%	46	-15.9%	43	5.1%	38
Maine	-12.12%	47	-11.3%	35	-0.9%	46
Massachusetts	-12.31%	48	-23.9%	50	15.2%	16
Ohio	-12.36%	49	-15.4%	42	3.6%	41
West Virginia	-25.06%	50	-15.1%	41	-11.7%	50
Delaware	-26.46%	51	-12.9%	37	-17.8%	51

TABLE 1.6 ESTIMATED ENROLLMENT IN GRADES K–12 IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, FROM 2001-2010 (IN THOUSANDS)

	Actual 1999	2000	2001	2002	2003	2004
United States	*47,244*	*47,533*	*47,176*	*47,296*	*47,373*	*47,436*
Alabama	754	756	750	751	752	754
Alaska	133	133	140	142	143	144
Arizona	892	915	909	924	937	949
Arkansas	463	464	450	449	448	448
California	6,022	6,082	6,072	6,113	6,146	6,181
Colorado	706	713	722	727	732	736
Connecticut	547	549	557	557	556	554
Delaware	114	114	116	116	116	116
District of Columbia	76	74	67	66	65	64
Florida	2,381	2,405	2,404	2,408	2,410	2,410
Georgia	1,425	1,448	1,455	1,469	1,483	1,495
Hawaii	201	203	192	194	195	197
Idaho	256	259	250	253	256	260
Illinois	2,154	2,188	2,080	2,088	2,093	2,097
Indiana	1,001	1,005	999	1,002	1,006	1,010
Iowa	497	493	490	487	484	482
Kansas	469	468	468	467	465	465
Kentucky	655	654	651	649	647	645
Louisiana	785	780	751	745	739	734
Maine	209	207	204	202	200	198
Maryland	845	851	866	870	872	874
Massachusetts	967	972	982	985	985	983
Michigan	1,680	1,681	1,692	1,689	1,682	1,676
Minnesota	854	853	850	846	842	838
Mississippi	509	510	502	502	503	503
Missouri	913	916	916	917	916	915
Montana	165	164	157	156	156	156
Nebraska	291	290	287	286	285	284
Nevada	325	338	346	354	362	369
New Hampshire	203	203	207	208	208	208
New Jersey	1,252	1,261	1,285	1,291	1,294	1,295
New Mexico	348	351	342	345	349	353
New York	2,936	2,947	2,899	2,897	2,892	2,884
North Carolina	1,317	1,339	1,306	1,315	1,321	1,325
North Dakota	117	116	109	107	106	105
Ohio	1,839	1,831	1,818	1,813	1,805	1,796
Oklahoma	619	614	606	601	596	592
Oregon	553	555	547	548	548	549
Pennsylvania	1,833	1,834	1,814	1,814	1,808	1,799
Rhode Island	153	152	154	154	154	153
South Carolina	650	647	663	662	661	657
South Dakota	143	142	126	125	123	122
Tennessee	944	954	926	933	938	942
Texas	4,036	4,060	4,042	4,066	4,087	4,110
Utah	488	491	483	485	489	493
Vermont	106	105	103	102	102	101
Virginia	1,132	1,141	1,149	1,154	1,157	1,159
Washington	1,008	1,014	1,014	1,015	1,018	1,020
West Virginia	297	294	287	285	283	281
Wisconsin	884	883	875	872	868	864
Wyoming	96	95	93	92	92	92

NOTE: Some data have been revised from previously published figures. Includes most kindergarten and some nursery school enrollment. Detail may not sum to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys and State Public Elementary and Secondary Enrollment Model.
(This table was prepared June 2000.)

2006	2006	2007	2008	2009	2010	% Change 1999-2010	Ranked by % Change
47,475	*47,452*	*47,365*	*47,218*	*47,109*	*47,068*	*-0.4%*	
754	754	753	751	749	746	-1.0%	23
145	146	148	149	151	153	15.1%	2
960	968	975	977	978	978	9.7%	4
448	446	444	442	439	438	-5.5%	40
6,211	6,230	6,245	6,249	6,267	6,305	4.7%	12
741	745	748	750	751	753	6.7%	7
550	545	539	532	527	522	-4.5%	35
117	116	116	116	115	115	0.7%	16
63	63	62	62	63	63	-16.6%	51
2,407	2,399	2,387	2,371	2,358	2,348	-1.4%	26
1,504	1,511	1,514	1,515	1,516	1,518	6.5%	8
199	201	203	205	207	210	4.7%	11
264	268	272	276	280	284	11.1%	3
2,101	2,099	2,092	2,076	2,063	2,050	-4.8%	37
1,013	1,012	1,010	1,006	1,001	998	-0.3%	21
481	480	478	475	473	471	-5.2%	39
464	465	465	465	466	467	-0.3%	22
644	642	639	637	632	627	-4.3%	34
730	728	725	724	722	722	-8.1%	46
196	195	193	192	192	192	-8.1%	46
873	871	867	862	859	857	1.4%	15
979	972	963	952	942	935	-3.3%	31
1,668	1,658	1,645	1,628	1,613	1,604	-4.5%	36
835	832	829	826	824	824	-3.5%	32
504	503	502	500	498	495	-2.7%	29
915	915	913	910	906	903	-1.1%	24
156	157	158	160	161	163	-1.3%	25
285	285	285	285	286	287	-1.5%	27
374	378	380	380	379	376	15.8%	1
207	207	206	205	204	204	0.6%	17
1,292	1,287	1,279	1,269	1,261	1,255	0.2%	19
357	361	365	370	375	380	9.2%	5
2,869	2,847	2,819	2,788	2,763	2,742	-6.6%	45
1,324	1,320	1,311	1,299	1,287	1,275	-3.2%	30
104	104	103	103	104	104	-10.8%	49
1,787	1,777	1,765	1,752	1,740	1,731	-5.9%	41
589	587	584	582	580	579	-6.4%	43
550	551	552	552	553	555	0.3%	18
1,789	1,775	1,760	1,743	1,728	1,718	-6.3%	42
152	151	149	148	146	145	-5.0%	38
656	652	647	645	641	638	-1.9%	28
122	122	122	123	124	125	-12.8%	50
946	947	947	945	942	942	-0.3%	20
4,134	4,158	4,182	4,201	4,222	4,243	5.1%	9
498	503	508	513	518	523	7.2%	6
101	100	99	99	99	99	-6.6%	44
1,160	1,161	1,159	1,154	1,151	1,148	1.4%	14
1,023	1,027	1,029	1,029	1,031	1,035	2.6%	13
280	278	276	274	272	269	-9.3%	48
860	858	855	853	851	851	-3.8%	33
93	94	95	97	98	101	4.7%	10

TABLE 1.7 ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY RACE AND ETHNICITY

1997-98

	White	Total minority	Black	Hispanic	Asian or Pacific Islander	Amer. Indian/ Ala. Native	Rank Total % Minority	White
United States	*63.5*	*36.5*	*17.0*	*14.4*	*3.9*	*1.2*		
Alabama	61.7	38.3	36.0	0.8	0.7	0.8	14	62.9
Alaska	62.8	37.2	4.7	3.0	4.8	24.8	17	67.6
Arizona	56.0	44.0	4.4	30.8	1.8	7.0	11	64.1
Arkansas	73.1	26.9	23.5	2.2	0.8	0.4	25	74.8
California	36.8	61.2	8.8	40.5	11.1	0.9	4	47.1
Colorado	71.3	28.7	5.6	19.3	2.7	1.1	23	75.6
Connecticut	71.5	28.5	13.7	12.1	2.5	0.2	24	75.6
Delaware	63.2	36.8	30.1	4.6	1.9	0.2	18	68.7
District of Columbia	4.0	96.0	87.0	7.5	1.5	0.0	1	3.7
Florida	56.2	43.8	25.4	16.4	1.8	0.2	12	62.8
Georgia	57.1	42.9	38.0	2.9	1.9	0.1	13	na
Hawaii	21.6	78.4	2.6	4.7	70.7	0.4	2	23
Idaho	87.6	12.4	0.7	9.2	1.2	1.3	42	na
Illinois	62.0	38.0	21.3	13.4	3.1	0.2	16	66
Indiana	85.1	14.9	11.3	2.6	0.8	0.2	38	86.5
Iowa	91.8	8.2	3.6	2.6	1.6	0.5	47	94.5
Kansas	81.3	18.7	8.6	7.0	2.0	1.1	33	85.4
Kentucky	88.6	11.4	10.3	0.5	0.5	0.1	43	90
Louisiana	50.2	49.8	46.7	1.2	1.3	0.6	7	53.4
Maine	97.1	2.9	0.9	0.5	0.9	0.6	50	na
Maryland	55.9	44.1	36.1	3.7	4.0	0.3	9	61.7
Massachusetts	77.5	22.5	8.5	9.7	4.1	0.2	30	81.8
Michigan	75.6	24.4	18.8	2.9	1.6	1.0	27	77.8
Minnesota	85.5	14.5	5.6	2.5	4.4	2.0	39	91.1
Mississippi	47.8	52.2	51.0	0.4	0.6	0.1	6	48.7
Missouri	80.7	19.3	16.7	1.3	1.1	0.3	32	na
Montana	87.1	12.9	0.6	1.4	0.8	10.0	41	na
Nebraska	85.7	14.3	6.2	5.3	1.4	1.5	40	90.3
Nevada	63.2	36.8	9.7	20.5	4.8	1.9	18	75.6
New Hampshire	96.3	3.7	1.0	1.4	1.1	0.2	49	97
New Jersey	61.9	38.1	18.3	14.0	5.7	0.2	15	66.1
New Mexico	38.0	62.0	2.4	48.0	1.0	10.6	3	42.5
New York	55.9	44.1	20.4	17.8	5.4	0.5	9	62.1
North Carolina	63.2	36.8	31.0	2.7	1.8	1.5	18	66.5
North Dakota	88.9	11.1	0.9	1.1	0.8	8.3	46	92
Ohio	81.7	18.3	15.6	1.5	1.0	0.1	34	83.6
Oklahoma	68.1	31.9	10.6	4.5	1.3	15.5	22	75
Oregon	83.7	16.3	2.6	8.1	3.5	2.1	37	89.2
Pennsylvania	79.7	20.3	14.5	3.9	1.8	0.1	31	82.7
Rhode Island	77.2	22.8	7.5	11.5	3.4	0.5	29	84.1
South Carolina	55.7	44.3	42.3	1.0	0.8	0.2	8	57.9
South Dakota	82.9	17.1	1.0	0.9	0.8	14.4	36	na
Tennessee	74.0	26.0	23.7	1.1	1.0	0.1	26	76.6
Texas	45.0	55.0	14.4	37.9	2.4	0.3	5	50.3
Utah	88.7	11.3	0.8	6.5	2.5	1.5	45	92.6
Vermont	97.1	2.9	0.9	0.4	1.1	0.5	50	98.4
Virginia	65.5	34.5	27.0	3.6	3.6	0.2	21	na
Washington	76.8	23.2	4.9	8.6	6.9	2.8	28	82.9
West Virginia	95.1	4.9	4.1	0.5	0.3	0.1	48	95.5
Wisconsin	82.2	17.8	9.8	3.6	3.0	1.4	35	86
Wyoming	88.6	11.4	1.1	6.6	0.8	2.9	43	na

Note: Data for enrollment by race and ethnicity was not available for 1987 and 1977.
Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1990, 1990, and 1999.

1988-89					1978-79					
Total minority	Black	Hispanic	Asian or Pacific Islander	Amer. Indian/ Ala. Native	White	Total Minority	Black	Hispanic	Asian or Pacific Islander	Amer. Indian/ Ala. Native
					73.3	*26.7*	*16.1*	*8.0*	*1.9*	*0.8*
37.1	35.7	0.2	0.5	0.7	65.8	34.2	33.9	0.1	0.1	0.1
32.4	4.5	1.9	3.6	22.4	71.1	28.9	3.4	1.3	1.9	22.3
35.9	4.1	23.7	1.5	6.6	66.7	33.3	3.9	21.9	0.9	6.6
25.2	24	0.4	0.6	0.2	76.6	23.4	22.6	0.2	0.3	0.2
52.9	8.7	33	10.4	0.8	64	36	9.7	20.5	4.8	1
24.4	5.1	16.1	2.2	1	79.7	20.3	4.1	14.6	1.1	0.5
24.4	12.5	9.7	2	0.2	83.6	16.4	10.4	5	0.7	0.1
31.3	26.9	2.6	1.5	0.3	74.3	25.7	23.5	1.4	0.7	0.1
96.3	90.7	4.6	0.9	0.1	4	96	94.1	1.1	0.7	0.1
37.2	23.8	11.9	1.4	0.1	69.5	30.5	23.1	6.6	0.6	0.1
na	na	na	na	na	64.6	35.4	34.8	0.2	0.3	0.1
77	2.6	2.3	71.7	0.4	22.2	77.8	1.4	6.8	69.3	0.2
na	na	na	na	na	93.8	6.2	0.3	3.7	0.6	1.5
34	21.9	9.3	2.6	0.2	73.3	26.7	20	5.5	1.1	0.1
13.5	10.9	1.8	0.6	0.2	89	11	9.4	1.3	0.4	0.1
5.5	2.7	1.1	1.3	0.4	96.3	3.7	2.2	0.7	0.5	0.3
14.6	8	4.2	1.4	1	88.8	11.2	7.3	2.5	0.9	0.7
10	9.4	0.2	0.4	0	91.3	8.7	8.4	0.1	0.2	
46.6	44.1	1	1.1	0.4	57.8	42.2	40.5	0.8	0.5	0.5
na	na	na	na	na	99	1	0.3	0.1	0.3	0.3
38.3	32.7	2.1	3.3	0.2	68.2	31.8	29.5	0.8	1.4	0.2
18.2	7.5	7.4	3.2	0.1	90.5	9.5	5.9	2.7	0.8	0.1
22.2	17.8	2.3	1.2	0.9	82.4	17.6	14.5	1.7	0.6	0.8
8.9	3.1	1.2	2.9	1.7	95.4	4.6	1.8	0.7	0.8	1.3
51.3	50.6	0.1	0.4	0.2	51.5	48.5	48.1	0.1	0.2	0.1
na	na	na	na	na	84.5	15.5	14.3	0.5	0.5	0.1
na	na	na	na	na	90.4	9.6	0.3	1	0.6	7.7
9.7	5.3	2.3	1	1.1	91.2	8.8	5.3	2	0.6	0.8
24.4	9.2	9.8	3.3	2.1	82.9	17.1	9.2	4.5	1.6	1.7
3	0.9	0.9	1	0.2	98.9	1.1	0.5	0.3	0.3	0.1
33.9	18.5	11.1	4.1	0.2	73.7	26.3	17.3	7.6	1.3	0.1
57.5	2.2	44.7	0.9	9.7	46.7	53.3	2.8	41.7	0.5	8.2
37.9	20.5	13.2	3.9	0.3	69.1	30.9	16.2	11	1.5	0.2
33.5	30.4	0.7	0.8	1.6	68.6	31.4	29.6	0.2	0.3	1.4
8	0.6	0.6	0.7	6.1	93.3	6.7	0.5	0.5	0.5	5.2
16.4	14.2	1.2	0.9	0.1	85.8	14.2	12.7	1	0.4	0.1
25	9.9	2.6	1.1	11.4	77.2	22.8	9.7	1.5	0.6	11
10.8	2.4	4	2.8	1.6	92.3	7.7	2.4	2.2	1.6	1.6
17.3	13.1	2.6	1.5	0.1	86	14	12.1	1.4	0.5	0.1
15.9	6.4	5.9	3.2	0.4	92.9	7.1	4.5	1.7	0.7	0.2
42.1	41.1	0.3	0.6	0.1	58.1	41.9	41.3	0.1	0.3	0.1
na	na	na	na	na	92.2	7.8	0.3	0.3	0.4	6.8
23.4	22.4	0.3	0.7	0	78.5	21.5	21.1	0.1	0.2	
49.7	14.6	33.1	1.9	0.1	58.5	41.5	14.7	25.7	0.6	0.2
7.4	0.5	3.7	1.8	1.4	93	7	0.5	3.8	1	1.7
1.6	0.4	0.2	0.5	0.5	99.2	0.8	0.3	0.1	0.3	0.2
na	na	na	na	na	72.9	27.1	25.3	0.5	1.2	0.1
17.1	4.1	5.2	5.3	2.5	89.3	10.7	3.2	2.8	2.5	2.1
4.5	3.9	0.2	0.4	0	95	5	4.6	0.1	0.3	
14	8.6	2.4	1.8	1.2	92.4	7.6	5	1.2	0.4	1
na	na	na	na	na	91.5	8.5	0.9	5.9	0.5	1.3

TABLE 1.8 PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

	1998-99				1988-1989	
	Total schools	Elementary only	Secondary only	Other	Total	Elementary only
United States	88,223	61,805	21,307	5,111	83,165	59,296
Alabama	1,345	874	304	167	1,292	836
Alaska	497	191	89	217	453	175
Arizona	1,340	934	299	107	1,023	750
Arkansas	1,104	680	415	9	1,094	666
California	7,984	5,835	1,886	263	7,312	5,181
Colorado	1,531	1,079	354	98	1,339	952
Connecticut	1,027	782	201	44	973	722
Delaware	183	120	44	19	168	108
District of Columbia	184	129	39	16	187	124
Florida	2,801	1,969	466	366	2,432	1,798
Georgia	1,798	1,420	308	70	1,728	1,262
Hawaii	249	189	47	13	231	166
Idaho	629	393	208	28	561	366
Illinois	4,185	3,076	983	126	4,225	3,066
Indiana	1,929	1,410	451	68	1,923	1,406
Iowa	1,552	1,071	444	37	1,622	1,066
Kansas	1,464	1,028	425	11	1,465	1,011
Kentucky	1,407	974	361	72	1,394	1,031
Louisiana	1,477	1,007	319	151	1,582	1,131
Maine	721	546	159	16	751	600
Maryland	1,286	1,043	217	26	1,217	961
Massachusetts	1,856	1,471	335	50	1,826	1,426
Michigan	3,853	2,530	821	502	3,284	2,383
Minnesota	2,116	1,100	624	392	1,559	1,023
Mississippi	1,007	569	307	131	957	614
Missouri	2,291	1,494	629	168	2,153	1,509
Montana	892	526	366	0	761	550
Nebraska	1,396	999	360	37	1,512	1,132
Nevada	442	327	100	15	315	233
New Hampshire	512	411	100	1	435	340
New Jersey	2,279	1,770	427	82	2,257	1,751
New Mexico	732	541	181	10	651	476
New York	4,172	3,004	919	249	3,983	2,758
North Carolina	2,005	1,544	399	62	1,949	1,429
North Dakota	609	349	222	38	681	425
Ohio	3,876	2,718	958	200	3,738	2,742
Oklahoma	1,828	1,220	598	10	1,832	1,188
Oregon	1,222	913	257	52	1,206	893
Pennsylvania	3,178	2,344	791	43	3,298	2,438
Rhode Island	316	255	57	4	302	235
South Carolina	1,088	796	277	15	1,103	826
South Dakota	832	508	309	15	792	487
Tennessee	1,565	1,127	350	88	1,565	1,139
Texas	6,875	4,654	1,790	431	5,856	4,100
Utah	742	479	234	29	730	477
Vermont	395	270	69	56	331	268
Virginia	1,895	1,395	393	107	1,765	1,328
Washington	2,180	1,324	542	314	1,870	1,297
West Virginia	869	622	208	39	1,065	732
Wisconsin	2,096	1,508	547	41	2,009	1,437
Wyoming	411	287	118	6	408	284

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1991, 1990, and 1999.

Secondary only	Other	1978-79 Total	Elementary only	Secondary only	Other
20,550	3,319	86,501	61,123	23,857	1,521
282	174	1,328	520	298	510
62	216	390	228	97	65
247	26	858	639	217	2
419	9	1,186	715	471	0
1,797	334	7,040	5,492	1,543	5
353	34	1,253	835	418	0
226	25	1,098	865	233	0
46	14	188	136	52	0
40	23	184	120	52	12
442	192	1,962	1,397	496	69
351	115	1,766	1,284	438	44
53	12	222	162	52	8
170	25	551	357	184	10
964	195	4,439	3,155	1,276	8
444	73	2,083	1,547	510	26
522	34	1,864	1,147	717	0
453	1	1,639	1,124	515	0
336	27	1,408	1,077	331	0
375	76	1,456	959	342	155
137	14	753	613	132	8
228	28	1,326	990	315	21
377	23	2,357	1,855	502	0
776	125	3,943	2,865	1,054	24
517	19	1,723	1,094	621	8
229	114	1,074	646	428	0
593	51	2,249	1,505	744	0
208	3	802	608	194	0
373	7	1,775	1,379	396	0
74	8	254	158	80	16
84	11	476	379	97	0
422	84	2,421	1,979	442	0
169	6	602	425	175	2
980	245	4,269	2,976	1,183	110
455	65	2,006	1,425	496	85
245	11	773	455	318	0
968	28	4,135	3,096	1,038	1
633	11	1,854	1,154	700	0
296	17	1,284	954	329	1
753	109	4,077	2,881	1,007	189
59	8	335	268	66	1
263	14	1,136	795	341	0
289	16	783	563	220	0
351	75	1,626	1,226	340	60
1,381	375	5,350	3,249	2,101	0
219	34	549	388	159	2
48	15	399	329	60	10
374	63	1,750	1,237	465	48
503	70	1,637	1,085	531	21
285	48	1,235	898	337	0
557	15	2,248	1,629	619	0
122	2	385	260	125	0

TABLE 1.9 PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AND STUDENTS PER SCHOOL, RANKED BY STUDENTS PER SCHOOL, 1997-98

	1997-98			1987-88		
	Total number of schools	Students per school	Rank by students per school	Total number of schools	Students per school	Rank by students per school
United States	88,223	525		83,165	483	
South Dakota	832	158	1	792	160	1
Montana	892	179	2	761	200	4
North Dakota	609	188	3	681	174	2
Nebraska	1,396	208	4	1,512	178	3
Wyoming	411	230	5	408	240	6
Vermont	395	270	6	331	282	7
Alaska	497	272	7	453	235	5
Maine	721	293	8	751	283	8
Kansas	1,464	321	9	1,465	291	9
Iowa	1,552	324	10	1,622	295	10
West Virginia	869	341	11	1,065	315	11
Oklahoma	1,828	344	12	1,832	317	12
Idaho	629	389	13	561	383	14
Missouri	2,291	391	14	2,153	375	13
New Hampshire	512	397	15	435	389	17
Minnesota	2,116	405	16	1,559	488	27
Arkansas	1,104	414	17	1,094	399	18
Wisconsin	2,096	420	18	2,009	386	16
Delaware	183	434	19	168	575	45
Michigan	3,853	440	20	3,284	482	31
Oregon	1,222	444	21	1,206	383	15
New Mexico	732	449	22	651	449	23
Kentucky	1,407	454	23	1,394	457	26
Colorado	1,531	457	24	1,339	418	19
Washington	2,180	459	25	1,870	423	20
Ohio	3,876	475	26	3,738	476	28
Illinois	4,185	481	27	4,225	425	21
Rhode Island	316	486	28	302	445	22
Mississippi	1,007	499	29	957	526	36
Massachusetts	1,856	511	30	1,826	451	24
Indiana	1,929	512	31	1,923	500	33
Louisiana	1,477	518	32	1,582	497	32
Connecticut	1,027	531	33	973	476	29
New Jersey	2,279	544	34	2,257	479	30
Alabama	1,345	550	35	1,292	561	42
Pennsylvania	3,178	572	36	3,298	503	34
Tennessee	1,565	577	37	1,565	525	35
Texas	6,875	578	38	5,856	561	41
Virginia	1,895	593	39	1,765	557	38
South Carolina	1,088	602	40	1,103	558	39
Arizona	1,340	614	41	1,023	562	43
District of Columbia	184	615	42	187	453	25
North Carolina	2,005	621	43	1,949	556	37
Utah	742	643	44	730	591	46
Maryland	1,286	654	45	1,217	566	44
New York	4,172	680	46	3,983	646	49
Nevada	442	704	47	315	560	40
California	7,984	732	48	7,312	632	47
Hawaii	249	753	49	231	725	51
Georgia	1,798	779	50	1,728	641	48
Florida	2,801	833	51	2,432	708	50

- Author's tabulations.

	1977-78			
Total number of schools	Students per school	Rank by students per school	Percent change in students per school, 1978-98	Rank
83,648	509		3.0%	
953	145	5	9.2%	9
965	170	9	5.3%	5
857	142	3	32.2%	22
1,693	176	11	18.1%	15
654	144	4	59.2%	36
620	163	7	65.4%	38
693	131	1	108.1%	45
1,042	230	15	27.1%	19
1,765	246	17	30.6%	21
1,927	295	22	9.7%	10
1,391	284	20	20.0%	16
2,161	273	19	26.2%	18
958	212	14	83.4%	42
2,541	354	28	10.3%	11
841	205	12	93.7%	43
2,052	394	33	2.8%	3
1,511	302	23	36.9%	27
2,411	368	30	14.1%	14
788	141	2	208.2%	48
3,797	503	48	-12.5%	1
1,604	294	21	51.1%	34
1,123	249	18	80.6%	41
1,877	369	31	23.0%	17
1,776	314	25	45.3%	32
2,313	333	27	37.9%	29
4,242	496	47	-4.1%	2
4,671	450	40	6.9%	6
769	209	13	132.8%	46
1,519	325	26	53.5%	35
2,301	470	44	8.7%	8
2,456	453	42	13.0%	13
2,111	387	32	33.9%	25
1,478	402	34	32.3%	23
2,766	484	46	12.6%	12
1,895	402	35	36.9%	27
3,835	534	50	7.1%	7
2,125	411	36	40.5%	31
6,458	444	38	30.1%	20
2,360	447	39	32.6%	24
1,700	368	29	63.8%	37
1,628	313	24	96.1%	44
665	171	10	259.2%	49
2,542	457	43	35.8%	26
1,367	238	16	170.3%	47
1,827	443	37	47.6%	33
4,678	661	51	2.9%	4
915	160	6	340.3%	50
7,991	524	49	39.7%	30
1,007	170	8	343.8%	51
2,417	452	41	72.3%	39
3,190	475	45	75.5%	40

TABLE 1.10 NUMBER OF PUBLIC SCHOOL DISTRICTS PER STATE

	1978-79			1988-89		
	Total number of districts	Schools per district	Students per district	Total number of districts	Schools per district	Students per district
United States	*16,014*	*5.4*	*2,661*	*15,376*	*5.4*	*2,614*
Alabama	127	10.5	5,997	129	10.0	5,618
Alaska	51	8.0	1,779	55	8.2	1,936
Arizona	226	3.8	2,256	238	4.3	2,416
Arkansas	382	3.1	1,196	329	3.3	1,326
California	1,034	6.8	4,050	1,077	6.8	4,288
Colorado	203	6.2	2,750	176	7.6	3,182
Connecticut	165	6.7	3,599	166	5.9	2,792
Delaware	16	11.8	6,940	19	8.8	5,088
District of Columbia	1	184.0	113,858	1	187.0	84,792
Florida	67	29.3	22,594	67	36.3	25,686
Georgia	188	9.4	5,815	186	9.3	5,957
Hawaii	1	222.0	170,761	1	231.0	167,488
Idaho	115	4.8	1,765	115	4.9	1,866
Illinois	1,013	4.4	2,073	972	4.3	1,847
Indiana	305	6.8	3,650	303	6.3	3,172
Iowa	447	4.2	1,272	433	3.7	1,104
Kansas	307	5.3	1,412	304	4.8	1,403
Kentucky	181	7.8	3,829	177	7.9	3,802
Louisiana	66	22.1	12,374	66	24.0	11,919
Maine	280	2.7	857	210	3.6	1,014
Maryland	24	55.3	33,747	24	50.7	28,706
Massachusetts	398	5.9	2,717	359	5.1	2,294
Michigan	577	6.8	3,313	561	5.9	2,821
Minnesota	440	3.9	1,836	436	3.6	1,667
Mississippi	153	7.0	3,227	152	6.3	3,311
Missouri	555	4.1	1,622	544	4.0	1,483
Montana	583	1.4	282	549	1.4	277
Nebraska	1,115	1.6	267	862	1.8	313
Nevada	17	14.9	8,605	17	18.5	10,381
New Hampshire	168	2.8	1,026	170	2.6	997
New Jersey	606	4.0	2,207	602	3.7	1,795
New Mexico	88	6.8	3,173	88	7.4	3,323
New York	723	5.9	4,279	721	5.5	3,570
North Carolina	145	13.8	8,019	140	13.9	7,737
North Dakota	338	2.3	361	296	2.3	401
Ohio	615	6.7	3,419	613	6.1	2,901
Oklahoma	621	3.0	948	609	3.0	953
Oregon	330	3.9	1,428	304	4.0	1,519
Pennsylvania	504	8.1	4,061	501	6.6	3,313
Rhode Island	40	8.4	4,016	37	8.2	3,631
South Carolina	92	12.3	6,793	91	12.1	6,767
South Dakota	194	4.0	713	191	4.1	664
Tennessee	147	11.1	5,939	141	11.1	5,827
Texas	1,086	4.9	2,640	1,062	5.5	3,092
Utah	40	13.7	8,126	40	18.3	10,778
Vermont	271	1.5	374	276	1.2	339
Virginia	139	12.6	7,592	136	13.0	7,223
Washington	299	5.5	2,573	296	6.3	2,672
West Virginia	55	22.5	7,195	55	19.4	6,107
Wisconsin	427	5.3	2,076	430	4.7	1,802
Wyoming	49	7.9	1,925	49	8.3	1,996

Source: National Education Association, Estimates of School Statistics 1990.
U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1980, 1990, and 1999.

Total number of districts	1998-99 Schools per district	Students per district	% change in students per district, 1979	Rank
14,568	*6.1*	*3,177*	*19.4%*	
128	10.5	5,781	-3.6%	39
53	9.4	2,554	43.6%	10
224	6.0	3,674	62.9%	4
310	3.6	1,473	23.2%	18
988	8.1	5,915	46.0%	7
176	8.7	3,972	44.4%	8
182	5.6	2,998	-16.7%	48
19	9.6	4,181	-39.8%	51
1	184.0	113,082	-0.7%	37
67	41.8	34,829	54.2%	5
180	10.0	7,785	33.9%	13
1	249.0	187,395	9.7%	22
112	5.6	2,184	23.7%	17
900	4.7	2,235	7.8%	27
292	6.6	3,384	-7.3%	45
375	4.1	1,340	5.4%	31
304	4.8	1,545	9.4%	24
176	8.0	3,630	-5.2%	40
66	22.4	11,590	-6.3%	43
230	3.1	917	7.0%	28
24	53.6	35,070	3.9%	33
354	5.2	2,679	-1.4%	38
749	5.1	2,265	-31.6%	50
346	6.1	2,475	34.8%	12
152	6.6	3,305	2.4%	34
525	4.4	1,705	5.2%	32
454	2.0	352	25.0%	16
596	2.3	487	82.2%	3
17	26.0	18,298	112.6%	1
163	3.1	1,246	21.4%	19
594	3.8	2,089	-5.3%	41
89	8.2	3,694	16.4%	20
705	5.9	4,026	-5.9%	42
117	17.1	10,646	32.8%	14
229	2.7	500	38.6%	11
611	6.3	3,015	-11.8%	47
576	3.2	1,091	15.1%	21
197	6.2	2,755	92.9%	2
500	6.4	3,633	-10.5%	46
36	8.8	4,270	6.3%	30
88	12.4	7,443	9.6%	23
173	4.8	762	6.9%	28
139	11.3	6,499	9.4%	24
1,042	6.6	3,811	44.4%	8
40	18.6	11,927	46.8%	6
307	1.3	348	-7.0%	44
136	13.9	8,265	8.8%	26
296	7.4	3,377	31.3%	15
55	15.8	5,392	-25.1%	49
426	4.9	2,065	-0.5%	36
48	8.6	1,967	2.2%	35

TABLE 1.11: PUBLIC SCHOOL DISTRICTS AND ENROLLMENT, BY SIZE OF DISTRICT: 1994-95 TO 1997-98

	1994-95			1995-96		
Enrollment size of district	# of districts	% of districts	% of students	# of districts	% of districts	% of students
Total	14,772	100.00%	100.00%	14,766	100.00%	100.00%
25,000 or more	207	1.40%	29.90%	216	1.50%	30.50%
10,000 to 24,999	542	3.70%	18.60%	553	3.70%	18.60%
5,000 to 9,999	996	6.70%	15.70%	1,013	6.90%	15.70%
2,500 to 4,999	2,013	13.60%	16.10%	2,027	13.70%	16.00%
1,000 to 2,499	3,579	24.20%	13.40%	3,554	24.10%	13.10%
600 to 999	1,777	12.00%	3.20%	1,777	12.00%	3.20%
300 to 599	2,113	14.30%	2.10%	2,104	14.20%	2.10%
1 to 299	3,173	21.50%	1.00%	3,123	21.10%	1.00%
Size not reported	372	25.20%	0.00%	399	2.70%	0.00%

*Includes school districts reporting enrollment of 0.
Note: Due to rounding, details may not add to totals.
Source: U.S. Department of Education, National Center for Education Statistics, Digest of Educational Statistics, 1999.

1996-97			1997-98		
# of districts	% of districts	% of students	# of districts	% of districts	% of students
14,841	100.00%	100.00%	14,805	100.00%	100.00%
226	1.50%	31.10%	230	1.60%	31.50%
569	3.80%	18.70%	572	3.90%	18.60%
1,024	6.90%	15.50%	1,038	7.00%	15.50%
2,069	13.90%	15.90%	2,079	14.00%	15.90%
3,536	23.80%	12.70%	3,524	23.80%	12.50%
1,772	11.90%	3.10%	1,775	12.00%	3.10%
2,066	13.90%	2.00%	2,044	13.80%	2.00%
3,160	21.30%	1.00%	3,165	21.4	0.90%
419	2.80%		378	2.6	0.00%

38 BEST COPY AVAILABLE

TABLE 1.12 BASIC INFORMATION ON CHARTER SCHOOLS

	Year legislation passed	Rank of school laws*	Charter Schools Starting in Year 92-93	93-94	94-95	95-96
Alaska	1995	29	-	-	-	-
Arizona	1994	1	-	-	-	47
Arkansas	1995	34	-	-	-	-
California	1992	8		28	37	30
Colorado	1993	13	-	1	13	10
Connecticut	1996	27	-	-	-	-
Delaware	1995	5	-	-	-	-
District of Columbia	1996	4	-	-	-	-
Florida	1996	9	-	-	-	-
Georgia	1993	23	-	-	-	3
Hawaii	1994	31	-	-	-	2
Idaho	1998	25	-	-	-	-
Illinois	1996	20	-	-	-	-
Kansas	1994	36	-	-	-	-
Louisiana	1995	24	-	-	-	-
Massachusetts	1993	6	-	-	-	15
Michigan	1993	2	-	-	2	41
Minnesota	1991	3	2	5	7	3
Missouri	1998	14	-	-	-	-
Mississippi	1997	37	-	-	-	-
Nevada	1997	26	-	-	-	-
New Hampshire	1995	21	-	-	-	-
New Jersey	1996	17	-	-	-	-
New Mexico	1993	30	-	-	4	-
New York	1998	10	-	-	-	-
North Carolina	1996	11	-	-	-	-
Ohio	1997	22	-	-	-	-
Oklahoma	1999	18	-	-	-	-
Oregon	1999	16	-	-	-	-
Pennsylvania	1997	12	-	-	-	-
Rhode Island	1995	33	-	-	-	-
South Carolina	1996	15	-	-	-	-
Texas	1996	7	-	-	-	-
Utah	1998	28	-	-	-	-
Virginia	1998	35	-	-	-	-
Wisconsin	1993	19	-	-	2	3
Wyoming	1995	32	-	-	-	-
Yearly Total			**2**	**34**	**65**	**154**
Cum. Total			**2**	**36**	**101**	**255**

Source: Department of Education, A National Study of Charter Schools, Second Year Report EXCEPT FOR
* Center for Education Reform
^ as ranked by the Center for Education Reform in *Charter School Laws Across the States, 2000*

96-97	Closed as of 9/97	97-98	98-99	99-00	Total in operation 4/00
2	-	13	2	1	17
58	10	45	131	77	352
-	-	-	-	-	0
21	5	19	26	78	239
8	1	19	11	7	65
-	-	12	4	1	16
2	-	1	1	1	5
2	-	1	16	9	31
5	-	26	42	37	111
9	-	9	6	5	32
-	-	-	-	-	2
-	-	-	-	8	8
1	-	7	6	5	19
-	-	1	14	-	15
3	-	3	4	7	17
7	1	3	10	5	39
33	1	29	35	36	173
3	1	7	9	22	59
-	-	-	-	14	18
-	-	-	1		1
-	-	-	1	4	5
-	-	-	-		0
-	-	13	18	21	48
1	2	-	-		3
-	-	-	-	3	5
-	-	34	25	24	75
-	-	-	15	33	48
-	-	-	-	-	0
-	-	-	-	1	4
-	-	6	25	14	47
-	-	1	1	-	2
-	-	1	4	5	8
17	-	21	22	106	167
-	-	-	-	8	3
-	-	-	-	-	0
6	-	6	7	21	55
-	-	-	-	-	0
178	-21	279	436	555	-
433	412	691	1127	1,682	1,689

TABLE 1.13 RANKING OF CHARTER SCHOOLS AND DETAILED SCORES FOR EACH STATE

	Year Law Passed	Number of schools allowed	Multiple chartering authorities	Eligible charter applicants	New starts allowed	Schools may be started without formal evidence of local support
Arizona	'94	4.5	4.5	5	4.5	5
Michigan	'93	4.3	5	4.7	4.7	5
Minnesota	'91	5	4.5	5	4.5	3.5
District of Columbia	'96	4.5	4	5	5	3
Delaware	'95	3.7	2.4	4.4	4.9	3.5
Massachusetts	'93	3.3	3.3	4.3	5	4
Texas	'95	4	3.25	4.25	4.75	3.5
California	'92	5	4.5	5	4	3
Florida	'96	3.5	3.5	5	4	3
New York	'98	2.3	3.3	4	5	4
North Carlina	'96	3.5	3.5	4.5	4.5	3
Pennsylvania	'97	5	3.25	4.5	4.5	3.5
Colorado	'93	4.5	3	4	3.25	3
Missouri	'98	2.3	4	1	4.6	4
South Carolina	'96	4.5	1.5	3.5	3.5	2
Oregon	'99	3.25	2	4.5	4	5
New Jersey	'96	4	3.3	4	4.3	3
Oklahoma	'99	2.5	2	5	4.5	5
Wisconsin	'93	5	3.5	4.6	4.6	2.1
Illinois	'96	2	1	4	3.5	1
New Hampshire	'95	1.7	0.7	3.7	3.7	0
Georgia	'93	5	1	4	4	2.5
Ohio	'97	1.7	2.7	3	2.7	4.7
Louisiana	'95	2	2.5	3.5	4	2
Indiana	'98	2.6	1.3	3	4.8	1
Nevada	'97	2.5	1	2	4.5	5
Connecticut	'96	2.5	2.5	1.5	3.5	1
Utah	'98	0.6	2	4.3	4.1	2.5
Alaska	'95	2.3	0.3	4.7	5	1.3
New Mexico	'93	2.5	2.25	2	3.5	3
Hawaii	'94	1	1	1.5	3	2
Wyoming	'95	5	0	4.3	4	1.7
Rhode Island	'95	1	1	2.5	4	0
Arkansas	'95	2.5	1	2.5	3.5	2.5
Virginia	'98	1.6	1	2.6	2.3	2.6
Kansas	'94	0.7	0	4.3	4.7	1
Mississippi	'97	0	0	0	0	0

Source: Center for Education Reform, *Charter School Laws Across the States*, 2000.

Note: Individual scores based on a scale of 1-5; 1 being a weak law and 5 being a strong law. A strong law is one that fosters the development of numerous, genuinely independent charter sch

Automatic waiver from state and district laws	Legal/ operational autonomy	Guaranteed full per-pupil funding	Fiscal autonomy	Exempt from collective bargaining agreement/district work rules	Total
4.5	5	3.5	5	4.75	46.25
2.7	5	5	5	4	45.3
5	4.5	3.5	5	4.5	45
5	4.5	4.5	4.5	5	45
4.4	5	5	5	4.9	43.2
3	4.7	5	5	4.3	42
5	4	4	4	4	40.75
3	3	4.5	4	4	40
3	3.5	5	5	4.5	40
5	5	2.6	5	3.3	39.6
4	3	4.5	4	3	37.5
3	3	2.5	3.5	4	36.75
3.25	2.75	3.75	4.5	4.5	36.5
4	4.2	4	4	4	36.1
4.5	3.5	5	4.5	3.5	36
3.5	3.5	3.25	2.5	4.25	35.75
1	4.7	2	5	2.7	34
2.5	1	4	3	4	33.5
2.9	3	1.4	1.8	1.3	30.2
3	3	3	3.5	4	28
4.7	3.7	0	5	4.7	27.7
5	0	2	2	1.5	27
3	1.7	2.7	2.7	2.3	27
2.5	1	3	4.5	1.5	26.5
4.3	0	3	1.6	4	25.8
2.5	1.5	3.5	1	2	25.5
2.5	0.5	3.5	3	2.5	23
0.6	1.6	0.3	1.3	4.3	21.6
0	0	3.3	4	0	21
0.5	0	3	2	0	18.75
4.5	0.5	1.5	1	0	16
0	0	0	0	0	15
0.5	0.5	3.5	1.5	0	14.5
0	0	1.5	0	0	13.5
0.6	0.6	0.6	0	0	11.9
0.3	0	0.3	0	0	11.3
1.3	0	0	0	0	1.3

TABLE 1.14 ENROLLMENT IN CHARTER SCHOOLS COMPARED TO PUBLIC SCHOOLS

	Type of school	Number of schools	Estimated percentage of all students for free or reduced price lunches	Percentage White
Alaska	charter schools	10	7.0%	81.6%
	all public schools	462	25.7%	63.1%
Arizona	charter schools	118	39.4%	56.1%
	all public schools	1,281	40.1%	56.7%
California	charter schools	115	35.4%	48.1%
	all public schools	7,980	42.4%	39.5%
Colorado	charter schools	46	18.1%	77.9%
	all public schools	1,468	27.8%	72.0%
Connecticut	charter schools	11	49.6%	27.0%
	all public schools	1,023	22.8%	71.7%
Florida	charter schools	29	37.7%	51.8%
	all public schools	2,789	43.9%	56.7%
Georgia	charter schools	17	29.4%	72.6%
	all public schools	1,798	40.6%	57.9%
Illinois	charter schools	6	88.5%	16.6%
	all public schools	4,171	30.8%	63.0%
Louisiana	charter schools	6	74.3%	32.2%
	all public schools	1,468	59.3%	50.5%
Massachusetts	charter schools	19	45.1%	47.2%
	all public schools	1,810	25.6%	77.9%
Michigan	charter schools	92	34.1%	49.9%
	all public schools	3,002	28.7%	83.3%
Minnesota	charter schools	25	52.5%	52.6%
	all public schools	1,785	26.8%	86.4%
New Jersey	charter schools	4	43.1%	29.3%
	all public schools	2,278	28.3%	62.5%
New Mexico	charter schools	4	30.1%	39.8%
	all public schools	729	49.6%	38.6%
North Carolina	charter schools	27	40.1%	42.6%
	all public schools	1,997	36.5%	63.9%
Pennsylvania	charter schools	4	69.3%	27.1%
	all public schools	3,110	31.1%	80.2%
Texas	charter schools	28	68.7%	12.9%
	all public schools	6,875	46.1%	45.6%
Wisconsin	charter schools	17	27.6%	73.6%
	all public schools	2,092	24.9%	82.7%

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey 1996-97 Early Release Files and Department of Education, The State of Charter Schools Third-Year Report — May 1999.
Note: These figures represent the most recent available data. Please see the original source for additional information.

Percentage Black	Percentage Hispanic	Percentage Asian Pacific Islanders	Percentage Amer. Indian Alaskan Natives	Percentage Other
2.3%	1.1%	3.2%	11.6%	0.2%
4.7%	2.9%	4.5%	24.8%	
9.8%	18.6%	1.3%	13.8%	0.4%
4.3%	30.1%	1.8%	7.1%	
10.2%	31.7%	6.5%	1.8%	1.7%
8.7%	39.7%	11.2%	0.9%	
5.7%	13.0%	2.2%	1.2%	0.0%
5.5%	18.8%	2.6%	1.1%	
49.7%	22.9%	0.1%	0.3%	0.0%
13.5%	11.9%	2.6%	0.3%	
41.3%	4.9%	1.2%	0.7%	0.1%
25.4%	15.9%	1.8%	0.2%	
18.8%	4.9%	2.4%	0.2%	1.1%
37.7%	2.6%	1.7%	0.1%	
60.5%	22.5%	0.2%	0.2%	0.0%
21.1%	12.7%	3.1%	0.1%	
64.8%	1.1%	0.6%	0.9%	0.4%
46.4%	1.2%	1.3%	0.6%	
27.1%	19.3%	1.1%	0.4%	4.9%
8.5%	9.4%	0.4%	0.2%	
42.8%	3.8%	0.9%	2.4%	0.2%
11.1%	2.9%	1.7%>	1.0%	
23.6%	2.0%	13.0%	7.9%	0.9%
5.2%	2.2%	4.2%	2.0%	
30.1%	35.5%	5.1%	0.0%	0.0%
18.5%	13.5%	5.3%	0.2%	
3.9%	43.9%	2.5%	9.9%	0.0%
2.4%	47.5%	1.1%	10.5%	
53.1%	1.4%	0.3%	1.8%	0.8%
30.8%	2.3%	1.5%	1.5%	
67.7%	3.8%	1.4%	0.0%	0.0%
14.2%	3.7%	1.8%	0.1%	
26.9%	58.1%	1.2%	0.0%	0.9%
14.3%	37.4%	2.4%	0.3%	
19.4%	3.1%	3.1%	0.7%	0.1%
9.6%	3.5%	2.9%	1.3%	

TABLE 1.15 MINORITY PERCENT OF ENROLLMENT, RANKED BY 1997

	1997		1989		1978	
	Total Minority	Rank by % Minority	Total Minority	Rank by % Minority	Total Minority	Rank by % Minority
United States	*36.5*				*26.7*	
District of Columbia	96.0	1	96.3	1	96	1
Hawaii	78.4	2	77	2	77.8	2
New Mexico	62.0	3	57.5	3	53.3	3
California	61.2	4	52.9	4	38	8
Texas	55.0	5	49.7	6	41.5	7
Mississippi	52.2	6	51.3	5	48.5	4
Louisiana	49.8	7	46.6	7	42.2	5
South Carolina	44.3	8	42.1	8	41.9	6
Maryland	44.1	9	38.3	9	31.8	12
New York	44.1	10	37.9	10	30.9	14
Arizona	44.0	11	35.9	13	33.3	11
Florida	43.8	12	37.2	11	30.5	15
Georgia	42.9	13	na		35.4	9
Alabama	38.3	14	37.1	12	34.2	10
New Jersey	38.1	15	33.9	15	26.3	19
Illinois	38.0	16	34	14	26.7	18
Alaska	37.2	17	32.4	17	28.9	16
Nevada	36.8	18	24.4	23	17.1	26
Delaware	36.8	19	31.3	18	25.7	20
North Carolina	36.8	20	33.5	16	31.4	13
Virginia	34.5	21	na		27.1	17
Oklahoma	31.9	22	25	20	22.8	22
Colorado	28.7	23	24.4	21	20.3	24
Connecticut	28.5	24	24.4	22	16.4	27
Arkansas	26.9	25	25.2	19	23.4	21
Tennessee	26.0	26	23.4	24	21.5	23
Michigan	24.4	27	22.2	25	17.6	25
Washington	23.2	28	17.1	28	10.7	33
Rhode Island	22.8	29	15.9	30	7.1	42
Massachusetts	22.5	30	16.2	26	9.5	35
Pennsylvania	20.3	31	17.3	27	14	30
Missouri	19.3	32	na		15.5	28
Kansas	18.7	33	14.6	31	11.2	31
Ohio	18.3	34	16.4	29	14.2	29
Wisconsin	17.8	35	14	32	7.6	41
South Dakota	17.1	36	na		7.8	39
Oregon	16.3	37	10.8	34	7.7	40
Indiana	14.9	38	13.5	33	11	32
Minnesota	14.5	39	8.9	37	4.8	47
Nebraska	14.3	40	9.7	36	8.8	36
Montana	12.9	41	na		9.6	34
Idaho	12.4	42	na		6.2	45
Kentucky	11.4	43	10	35	8.7	37
Wyoming	11.4	44	na		8.5	38
Utah	11.3	45	7.4	39	7	43
North Dakota	11.1	46	8	38	6.7	44
Iowa	8.2	47	5.5	40	3.7	48
West Virginia	4.9	48	4.5	41	5	46
New Hampshire	3.7	49	3	42	1.1	49
Vermont	2.9	50	1.6	43	0.8	51
Maine	2.9	51	na		1	50

Chapter 2: Measures of Educational Inputs

There are countless factors that go into providing students with a quality education. Some of these, such as dollars spent per student, teacher salaries, and number of schools, are easy to calculate. And, indeed, this chapter presents these measures of educational inputs precisely because they are easy to collect and lawmakers are used to thinking of their commitment to education in these terms. Lawmakers, however, must recognize that there are other important factors that significantly impact the ultimate success of students, including parental involvement in a student's activities, the level of dedication of teachers, and school-by-school autonomy in setting curricula. These "institutional" factors may be difficult to measure, but are vitally important to the educational achievement of students.

Lawmakers must recognize that there are other important factors that significantly impact the ultimate success of students.

Total Teachers

During the 1998-1999 school year there were 2,792,406 public elementary and secondary teachers. There were an additional 378,758 instructional staff members consisting of principals, supervisors and other non-supervisory instructional staff (See Table 2.2).

Nationwide, the pupil-to-teacher ratio has fallen over the last 20 years. Specifically, the ratio has dropped from 19.4 pupils per teacher in 1978-79, to 16.6 in the 1998-99 school year, a 14.4 percent decrease in the national average. This is a result of the number of teachers growing at a faster rate than the number of students (See Tables 2.1 and 2.2).

- ✓ Rhode Island had the smallest pupils-per-teacher ratio (13:1) ahead of Vermont (13.2:1) and New Jersey (13.3:1), during the 1998-99 school year. New York had the largest change going from 19.6:1 to 14.1:1 between 1978-79 and 1998-99, a reduction of 28.1 percent. West Virginia had the second largest change, a 28.0 percent reduction in pupils-per-teacher ratios.
- ✓ California was the only state to experience a growth in the pupils-per-teacher ratio, an increase of 2.2 pupils per teacher between 1978-79 and 1998-99. In the 1978-79 school year, California was ranked 37th in the nation in pupils-per-teacher ratio at 20.2:1. Not surprisingly, in the 1998-99 school year, California had the largest pupils-per-teacher ration of 22.4:1, followed by Utah (22.1:1), and Washington (20.2:1). No other state had a ratio exceeding 20 pupils-per-teacher.

Revenues and Expenditures

The amount of money spent on public elementary and secondary education during the 1998-1999 school year was $327,792,776,000. The federal government provided $22,516,644,000, or 6.9 percent of total revenues, in 1998-1999. This represents a decrease from the federal government's share in 1978-1979 (9.8 percent) but a small increase from the 1988-1989 level of 6.2 percent (See Table 2.3).

In 1998-1999, Delaware received the highest proportion of educational funds from the federal government (15.2 percent). Mississippi was second with (13.8 percent). Other states above the 10 percent federal funding mark were New Mexico (13.2), Alaska (12.6 percent),

North Dakota (11.6 percent), Louisiana (11.4 percent), West Virginia (10.8 percent) and Montana (10.2 percent). New Jersey (3.2 percent) and New Hampshire (3.7 percent) received the least amount from the federal government.

The amount spent per pupil has grown significantly over the past twenty years, from $5,087 in 1978, to $5,670 in 1988, and to $6,251 in 1998.

The amount spent per pupil has grown significantly over the past twenty years, from $5,087 in 1978, to $5,670 in 1988, and to $6,251 in 1998 (constant 1998 dollars, see Table 2.7). This is an increase of 22.9 percent per pupil (See Table 2.8).

- ✓ In 1978, Alaska spent the most on a per pupil basis ($10,169). Arkansas spent the least per pupil ($3,498).
- ✓ In 1998, New Jersey spent the most on its students ($9,703) followed by Connecticut ($9,184), New York ($8,860), Alaska ($8,842), and the District of Columbia ($8,055). States spending the least were Utah ($3,807), Mississippi ($4,377), Alabama ($4,584), North Dakota ($4,597), and Arizona ($4,598).

Average Daily Attendance (ADA) is a basic measure of educational input, as it is evident that students cannot learn if they do not attend school on a regular basis. Nationally, average daily attendance stood at 92.8 percent of total enrollment during the 1998-99 school year. That was down from 97.6 percent in 1978-79 (See Table 2.10).

- ✓ North Dakota led the nation in 1998-98 with a 97.7 percent ADA followed by California (97.0 percent) and Arkansas (96.0 percent).
- ✓ Alaska trailed the rest of the country at 83.3 percent followed by, Vermont (85.7 percent) and Oregon (87.5 percent).

TABLE 2.1 PUPIL PER TEACHER RATIO, RANKED BY 1998-99 FIGURES

	1998-99	rank	1988-89	rank	1978-79	rank	Percent change 1978-79 1998-99
United States	*16.6*		*17.6*		*19.4*		*-14.4%*
Rhode Island	13	1	14.5	6	17.2	11	-24.4%
Vermont	13.2	2	13.6	2	15.6	1	-15.4%
New Jersey	13.3	3	13.6	3	17.1	10	-22.2%
Connecticut	13.9	4	13	1	16.6	5	-16.3%
Maine	14	5	14.6	8	17.3	12	-19.1%
New York	14.1	6	14.9	9	19.6	32	-28.1%
Virginia	14.1	6	16.1	21	18.6	22	-24.2%
Wyoming	14.2	8	14.6	7	16.2	3	-12.3%
Missouri	14.4	9	15.9	19	18.4	17	-21.7%
Nebraska	14.4	9	15	10	16.8	6	-14.3%
North Dakota	14.4	9	15.4	14	16.5	4	-12.7%
West Virginia	14.4	9	15.1	11	20	35	-28.0%
District of Columbia	14.5	13	14.3	5	19.1	27	-24.1%
South Dakota	14.5	13	15.4	13	16.9	7	-14.2%
Massachusetts	14.6	15	13.7	4	18.3	15	-20.2%
Kansas	14.7	16	15.2	12	16.2	2	-9.3%
Iowa	15	17	15.8	17	17	8	-11.8%
Texas	15.2	18	16.7	25	18.5	20	-17.3%
New Hampshire	15.3	19	16.2	22	19.4	30	-21.1%
Oklahoma	15.5	20	16.5	24	18.3	16	-15.3%
South Carolina	15.5	20	17.2	31	20.8	42	-25.5%
Wisconsin	15.5	20	16	20	18.6	23	-16.7%
Louisiana	15.7	23	18.2	37	19.6	31	-19.9%
Montana	15.7	23	15.8	16	17	9	-7.6%
Georgia	15.8	25	18.5	42	20.5	38	-22.9%
Minnesota	15.8	25	17	27	18.2	14	-13.2%
North Carolina	15.8	25	17.5	32	21	43	-24.8%
Alabama	16	28	18.7	43	18.7	24	-14.4%
Delaware	16	28	16.4	23	18.5	18	-13.5%
Arkansas	16.2	30	15.7	15	19.8	33	-18.2%
Kentucky	16.4	31	17.8	34	21.1	45	-22.3%
Pennsylvania	16.4	31	15.9	18	18.5	19	-11.4%
Illinois	16.5	33	17.1	29	18.6	21	-11.3%
New Mexico	16.5	33	18.5	41	20.1	36	-17.9%
Ohio	16.5	33	17.6	33	20.5	39	-19.5%
Mississippi	16.8	36	18.4	40	19.2	28	-12.5%
Tennessee	16.9	37	19.3	45	21.2	46	-20.3%
Hawaii	17	38	19.2	44	21.5	47	-20.9%
Indiana	17.1	39	17.8	35	20.7	41	-17.4%
Maryland	17.1	39	16.8	26	19	26	-10.0%
Alaska	17.6	41	17	28	17.9	13	-1.7%
Florida	18	42	17.1	30	21.1	44	-14.7%
Idaho	18.3	43	20.6	49	20.7	40	-11.6%
Colorado	18.4	44	17.8	36	18.9	25	-2.6%
Oregon	18.5	45	18.4	39	19.2	29	-3.6%
Michigan	18.6	46	19.8	46	21.8	48	-14.7%
Nevada	18.7	47	20.3	47	23.2	50	-19.4%
Arizona	19	48	18.2	38	19.9	34	-4.5%
Washington	20.2	49	20.4	48	22	49	-8.2%
Utah	22.1	50	24.5	51	24.6	51	-10.2%
California	22.4	51	22.7	50	20.2	37	10.9%

48

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1990, 1991; National Education Association, Estimates of School Statistics, 2000.

TABLE 2.2 INSTRUCTIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

1998-99

	Elementary Teachers	Secondary Teachers	Total Teachers	Other Non-Supervisory Instructional Staff	Principals and Supervisors	Total Instructional Staff	Teachers as % of Staff
United States	*1,678,666*	*1,113,740*	*2,792,406*	*209,124*	*169,634*	*3,171,164*	*88.1%*
Alabama	27,856	18,321	46,177	3,222	3002	52,401	88.1%
Alaska	4,812	2,884	7,696	663	403	8,762	87.8%
Arizona	33,292	9,927	43,219	2,574	1790	47,583	90.8%
Arkansas	13,773	14,335	28,108	2,333	1864	32,305	87.0%
California	192,741	67,798	260,539	8,839	15681	285,059	91.4%
Colorado	19,191	18,898	38,089	1,952	1978	42,019	90.6%
Connecticut	28,012	11,197	39,209	3,820	2349	45,378	86.4%
Delaware	3,551	3,522	7,073	440	373	7,886	89.7%
District of Columbia	3,309	2,153	5,462	3,144	403	9,009	60.6%
Florida	86,183	63,548	129,731	8,323	6434	144,488	89.8%
Georgia	52,274	36,380	88,654	6,335	6088	101,077	87.7%
Hawaii	6,315	4,704	11,019	1,533	475	13,027	84.6%
Idaho	6,837	6,562	13,399	774	942	15,115	88.6%
Illinois	85,893	36,229	122,122	5,854	6751	134,727	90.6%
Indiana	31,025	26,815	57,840	2,834	4387	65,061	88.9%
Iowa	15,502	17,913	33,415	2,511	1468	37,394	89.4%
Kansas	16,391	15,508	31,899	2,187	2118	36,204	88.1%
Kentucky	27,329	11,671	39,000	3,962	2027	44,989	86.7%
Louisiana	34,271	14,450	48,721	4,338	3638	56,697	85.9%
Maine	10,456	4,630	15,086	1,139	930	17,155	87.9%
Maryland	27,820	21,429	49,249	4,047	3662	56,958	86.5%
Massachusetts	27,939	37,046	64,985	6,798	3765	75,548	86.0%
Michigan	68,226	23,007	91,233	9,990	5202	106,425	85.7%
Minnesota	27,307	26,728	54,035	2,133	2739	58,907	91.7%
Mississippi	16,331	13,608	29,939	1,830	1888	33,657	89.0%
Missouri	31,882	30,399	62,281	6,615	4852	73,748	84.5%
Montana	6,951	3,270	10,221	825	565	11,611	88.0%
Nebraska	11,884	8,216	20,100	1,608	1130	22,838	88.0%
Nevada	9,639	7,014	16,653	1,890	846	19,389	85.9%
New Hampshire	9,243	4,047	13,290	1,913	672	15,875	83.7%
New Jersey	58,648	34,442	93,090	15,252	7930	116,272	80.1%
New Mexico	14,173	5,724	19,897	2,283	884	23,064	86.3%
New York	100,593	100,575	201,168	10,929	12105	224,202	89.7%
North Carolina	49,215	29,412	78,627	5,970	4958	89,555	87.8%
North Dakota	5,093	2,862	7,955	410	406	8,771	90.7%
Ohio	74,446	37,006	111,452	8,195	9434	129,081	86.3%
Oklahoma	21,001	19,558	40,559	2,642	2395	45,596	89.0%
Oregon	19,906	9,411	29,317	1,703	1704	32,724	89.6%
Pennsylvania	57,647	53,418	111,065	11,698	5472	128,235	86.6%
Rhode Island	6,851	5,008	11,859	1,310	404	13,573	87.4%
South Carolina	29,407	12,795	42,202	3,867	2519	48,588	86.9%
South Dakota	6,311	2,759	9,070	613	384	10,067	90.1%
Tennessee	38,886	14,707	53,593	4,706	3450	61,749	86.8%
Texas	131,927	129,348	261,275	15,246	14872	291,393	89.7%
Utah	11,072	10,513	21,585	789	914	23,288	92.7%
Vermont	4,195	3,889	8,084	919	484	9,487	85.2%
Virginia	49,114	30,689	79,803	8,269	5300	93,372	85.5%
Washington	28,134	21,366	49,500	4,157	3303	56,960	86.9%
West Virginia	13,997	6,626	20,623	1,153	1475	23,251	88.7%
Wisconsin	38,623	17,969	56,592	4,084	2484	63,160	89.6%
Wyoming	3,192	3,454	6,646	503	335	7,484	88.8%

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1990, 1991; National Education Association, Estimates of School Statistics, 2000.

1988-89			1978-79		
Total Instructional Staff	Total Teachers	Teachers as % of Staff	Total Instructional Staff	Total Teachers	Teachers as % of Staff
2,679,895	*2,323,213*	*86.7%*	*2,791,235*	*2,199,000*	*78.8%*
42,951	38,845	90.4%	44,433	40,771	91.8%
7,809	6,272	80.3%	6,318	5,057	80.0%
36,201	31,617	87.3%	33,354	25,654	76.9%
31,186	27,730	88.9%	28,316	23,112	81.6%
254,810	203,342	79.8%	240,109	207,000	86.2%
35,438	31,398	88.6%	37,709	29,461	78.1%
35,502	30,070	84.7%	43,589	35,739	82.0%
6,617	5,898	89.1%	8,775	6,014	68.5%
6,575	5,936	90.3%	8,092	5,964	73.7%
119,483	100,370	84.0%	100,014	71,853	71.8%
74,010	59,916	81.0%	69,430	53,214	76.6%
10,537	8,737	82.9%	10,140	7,940	78.3%
11,419	10,425	91.3%	12,971	9,830	75.8%
117,437	105,097	89.5%	134,496	112,904	83.9%
64,356	54,029	84.0%	65,245	53,657	82.2%
33,570	30,327	90.3%	41,337	33,511	81.1%
30,830	28,122	91.2%	33,664	26,812	79.6%
41,397	35,788	86.5%	40,508	32,835	81.1%
50,304	43,203	85.9%	53,902	41,756	77.5%
17,488	14,593	83.4%	15,707	13,878	88.4%
46,379	40,899	88.2%	56,707	42,543	75.0%
69,579	60,068	86.3%	82,456	59,138	71.7%
90,630	79,847	88.1%	124,196	87,622	70.6%
50,306	42,750	85.0%	54,481	44,488	81.7%
35,229	27,263	77.4%	31,742	25,685	80.9%
54,623	50,693	92.8%	60,898	48,800	80.1%
10,659	9,626	90.3%	14,152	9,682	68.4%
20,457	18,003	88.0%	23,200	17,731	76.4%
8,699	7,525	86.5%	8,803	6,294	71.5%
12,423	10,442	84.1%	11,678	8,874	76.0%
88,487	79,698	90.1%	101,523	78,000	76.8%
18,837	15,770	83.7%	19,343	13,909	71.9%
197,237	172,807	87.6%	212,757	158,146	74.3%
79,949	61,933	77.5%	72,234	55,309	76.6%
8,696	7,731	88.9%	9,962	7,381	73.9%
109,052	101,021	92.6%	125,344	102,645	81.9%
38,796	35,116	90.5%	37,321	32,136	86.1%
29,195	25,147	86.1%	33,362	24,579	73.7%
115,003	104,379	90.8%	127,972	110,833	86.6%
10,225	9,216	90.1%	11,782	9,314	79.1%
40,606	35,877	88.3%	43,210	30,022	69.5%
9,398	8,260	87.9%	10,997	8,179	74.4%
50,094	42,657	85.2%	51,246	41,220	80.4%
227,219	196,616	86.5%	199,239	154,913	77.8%
20,360	17,602	86.4%	17,382	13,235	76.1%
7,980	6,852	85.9%	7,354	6,480	88.1%
69,825	60,883	87.2%	80,700	56,739	70.3%
44,282	38,780	87.6%	42,093	34,893	82.9%
25,015	22,177	88.7%	26,392	19,765	74.9%
54,773	48,541	88.6%	58,318	47,677	81.8%
7,940	6,693	84.3%	6,262	5,806	92.7%

BEST COPY AVAILABLE

TABLE 2.3 REVENUES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY SOURCE AND STATE, CURRENT DOLLARS (IN THOUSANDS)

	1998-1999 Total revenues and receipts	Rank	Revenues from federal govt	Rank	% from federal govt	Rank	1988-1989 Total revenues and receipts	Rank
United States	*$327,792,776*		*$22,516,644*		*6.9%*		*$191,210,312*	
Alabama	$3,901,041	27	$353,761	19	9.1%	10	$2,552,053	24
Alaska	$1,180,176	44	$148,117	36	12.6%	4	$864,292	39
Arizona	$4,376,351	23	$331,980	24	7.6%	21	$2,589,909	23
Arkansas	$2,367,371	34	$192,093	33	8.1%	16	$1,473,751	32
California	$36,474,452	1	$3,243,901	1	8.9%	12	$22,208,938	1
Colorado	$4,215,687	25	$228,672	32	5.4%	38	$2,477,978	25
Connecticut	$5,529,112	20	$235,884	31	4.3%	48	$3,116,060	20
Delaware	$442,693	51	$67,293	48	15.2%	1	$500,642	49
District of Columbia	$1,013,015	46	$74,165	46	7.3%	22	$521,084	47
Florida	$15,926,342	4	$1,211,188	4	7.6%	20	$8,396,809	5
Georgia	$8,817,273	10	$564,246	10	6.6%	28	$4,693,011	11
Hawaii	$1,316,997	42	$111,765	38	8.5%	14	$882,202	43
Idaho	$1,365,145	41	$94,102	41	6.9%	23	$851,165	45
Illinois	$13,587,374	8	$891,223	6	6.6%	29	$8,023,607	7
Indiana	$8,064,540	11	$363,207	16	4.5%	44	$4,372,707	13
Iowa	$3,407,991	30	$134,785	37	4.0%	49	$2,072,991	29
Kansas	$3,165,945	31	$185,300	34	5.9%	34	$1,920,927	31
Kentucky	$4,181,791	26	$371,772	15	8.9%	13	$2,071,522	30
Louisiana	$4,576,955	21	$521,721	11	11.4%	6	$2,787,869	21
Maine	$1,565,466	39	$98,950	40	6.3%	30	$1,027,134	38
Maryland	$6,704,549	16	$343,434	22	5.1%	41	$3,804,336	16
Massachusetts	$7,530,557	13	$386,757	14	5.1%	40	$4,847,275	10
Michigan	$15,076,634	6	$998,287	5	6.6%	27	$7,700,991	9
Minnesota	$6,617,962	18	$294,525	27	4.5%	45	$3,665,226	18
Mississippi	$2,474,263	32	$340,842	23	13.8%	2	$1,440,070	33
Missouri	$5,906,317	19	$359,612	17	6.1%	33	$3,442,018	19
Montana	$1,055,686	45	$107,841	39	10.2%	8	$662,104	44
Nebraska	$1,704,766	38	$82,899	43	4.9%	42	$1,214,451	35
Nevada	$2,013,128	37	$89,150	42	4.4%	46	$757,861	41
New Hampshire	$1,482,654	40	$54,214	49	3.7%	50	$803,925	40
New Jersey	$12,567,982	9	$402,086	13	3.2%	51	$7,992,886	8
New Mexico	$2,078,943	36	$273,937	28	13.2%	3	$1,142,068	37
New York	$27,730,849	2	$1,740,716	3	6.3%	31	$18,764,256	2
North Carolina	$8,049,982	12	$614,970	9	7.6%	19	$4,279,584	14
North Dakota	$663,006	50	$76,963	45	11.6%	5	$466,586	51
Ohio	$13,732,000	7	$795,700	8	5.8%	35	$8,222,796	6
Oklahoma	$3,590,853	29	$319,371	26	8.9%	11	$2,127,862	28
Oregon	$3,817,575	28	$256,479	30	6.7%	24	$2,315,476	27
Pennsylvania	$15,329,282	5	$850,679	7	5.5%	37	$9,154,167	4
Rhode Island	$1,268,195	43	$70,536	47	5.6%	36	$753,042	42
South Carolina	$4,338,880	24	$350,872	21	8.1%	17	$2,453,008	26
South Dakota	$816,469	47	$79,955	44	9.8%	9	$468,658	50
Tennessee	$4,487,325	22	$356,911	18	8.0%	18	$2,731,861	22
Texas	$26,019,125	3	$2,183,606	2	8.4%	15	$13,110,312	3
Utah	$2,294,020	35	$151,608	35	6.6%	28	$1,203,017	36
Vermont	$812,968	48	$39,516	51	4.9%	43	$507,918	48
Virginia	$6,630,655	17	$353,036	20	5.3%	39	$4,636,663	12
Washington	$7,006,783	15	$467,427	12	6.7%	25	$3,775,985	17
West Virginia	$2,386,492	33	$256,803	29	10.8%	7	$1,290,156	34
Wisconsin	$7,347,997	14	$324,800	25	4.4%	47	$3,904,897	15
Wyoming	$761,162	49	$47,203	50	6.2%	32	$568,196	46

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1991, 1991, and 1999.

Revenues from federal govt	Rank	% from federal govt	Rank	1978-1979 Total revenues and receipts	Rank	Revenues from federal govt	Rank	% from federal govt	Rank
$11,846,373		*6.2*		*$91,890,486*		*$8,642,977*		*9.8*	
$273,066	13	10.7	5	$1,217,609	25	$190,642	14	16.1	7
$99,822	33	11.5	4	$374,833	40	$43,831	40	11.7	19
$209,066	19	8.1	15	$1,105,565	27	$140,937	24	12.8	15
$143,066	28		10	$638,018	35	$97,183	29	16.4	6
$1,553,408	1	7.0	20	$9,402,187	1	$976,701	1	10.7	23
$126,856	30	5.1	37	$1,412,433	21	$83,075	32	6.1	47
$81,120	36	2.6	50	$1,153,258	26	$68,627	35	6.0	48
$37,149	47	7.4	19	$275,497	47	$34,282	45	12.6	16
$54,604	42	10.5	7	$283,760	46	$85,279	31	30.1	1
$542,291	4	6.5	24	$3,025,844	9	$324,218	7	11.1	21
$290,497	11	6.2	27	$1,800,514	17	$250,326	10	14.8	11
$69,910	39	10.2	8	$353,526	42	$54,914	37	16.5	5
$52,281	44	8.0	16	$320,057	44	$34,696	44	11.4	20
$500,087	6	6.2	25	$4,705,022	5	$378,048	5	8.4	33
$201,396	21	4.6	43	$2,019,909	13	$126,590	25	6.4	44
$98,577	34	4.8	41	$1,249,555	23	$71,190	34	5.9	49
$98,304	35	5.1	38	$1,018,449	29	$57,294	36	6.2	46
$206,637	20	10.0	9	$996,501	30	$154,025	23	15.7	8
$293,594	10	10.5	6	$1,438,223	20	$200,900	13	14.8	12
$56,575	41	5.5	33	$397,411	38	$37,640	43	9.5	28
$188,043	24	4.9	40	$1,891,892	16	$156,470	22	8.3	34
$221,281	18	4.6	45	$2,937,681	10	$182,950	15	6.2	45
$442,346	8	5.7	30	$4,658,537	6	$336,209	6	7.6	38
$156,262	26	4.3	47	$2,090,579	12	$111,231	26	5.7	50
$231,988	16	16.1	1	$676,861	33	$162,771	19	24.8	2
$198,500	23	5.8	29	$1,865,353	19	$170,006	16	10.6	25
$59,186	40	8.9	13	$394,280	39	$39,196	41	10.9	22
$75,690	38	6.2	26	$629,154	36	$47,420	39	7.8	36
$32,111	48	4.2	48	$368,083	41	$19,593	48	7.0	40
$3,281	51	0.4	51	$305,313	45	$18,774	49	6.5	43
$310,480	9	3.9	49	$3,481,941	8	$254,899	9	7.4	39
$139,300	29	12.2	2	$591,296	37	$96,718	30	17.4	4
$868,961	3	4.6	42	$9,159,183	2	$715,491	2	8.0	35
$286,944	12	6.7	22	$1,788,216	18	$264,021	8	14.8	13
$43,170	45	9.3	11	$247,139	49	$25,733	47	10.7	24
$449,803	7	5.5	34	$4,072,553	7	$248,959	11	6.6	42
$117,939	31	5.5	32	$1,101,645	28	$158,071	21	15.2	10
$152,751	27	6.6	23	$1,237,786	24	$109,278	27	9.8	27
$508,355	5	5.6	31	$4,967,503	4	$438,708	4	9.1	31
$40,056	46	5.3	35	$337,527	43	$31,331	46	9.4	29
$200,598	22	8.2	14	$913,907	31	$160,007	20	18.6	3
$54,420	43	11.6	3	$255,661	48	$38,630	42	15.3	9
$249,546	14	9.1	12	$1,388,798	22	$166,964	18	13.1	14
$979,357	2	7.5	18	$5,605,701	3	$816,798	3	11.9	18
$81,073	37	6.7	21	$654,247	34	$50,777	38	8.9	32
$25,317	50	5.0	39	$201,924	51	$15,496	50	7.8	37
$240,850	15	5.2	36	$1,974,118	15	$234,240	12	12.6	17
$231,901	17	6.1	28	$1,984,642	14	$169,985	17	9.2	30
$100,868	32	7.8	17	$721,684	32	$72,679	33	10.1	26
$167,690	25	4.3	46	$2,166,412	11	$104,573	28	5.4	51
$26,046	49	4.6	44	$232,719	50	$14,603	51	6.8	41

TABLE 2.4 CURRENT EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION (IN THOUSANDS OF DOLLARS)

	Constant 1998-99 dollars	Nominal 1998-99 dollars	Rank on constant dollar expenditures	Constant 1998-99 dollars
United States	*$289,357,005*	*$289,357,005*		*$238,646,687*
Alabama	$3,392,075	$3,392,075	28	$3,019,466
Alaska	$1,196,979	$1,196,979	42	$1,019,848
Arizona	$3,784,025	$3,784,025	24	$2,957,544
Arkansas	$2,430,378	$2,430,378	32	$1,820,731
California	$30,976,100	$30,976,100	1	$26,730,934
Colorado	$3,694,027	$3,694,027	26	$3,128,000
Connecticut	$5,011,168	$5,011,168	19	$4,118,668
Delaware	$561,225	$561,225	50	$661,471
District of Columbia	$910,883	$910,883	46	$805,968
Florida	$13,027,753	$13,027,753	4	$9,998,811
Georgia	$8,222,804	$8,222,804	10	$5,528,375
Hawaii	$1,167,335	$1,167,335	44	$887,780
Idaho	$1,235,117	$1,235,117	41	$788,199
Illinois	$11,752,415	$11,752,415	8	$10,564,111
Indiana	$6,563,658	$6,563,658	14	$5,215,666
Iowa	$2,876,992	$2,876,992	30	$2,657,360
Kansas	$2,764,632	$2,764,632	31	$2,362,919
Kentucky	$3,790,115	$3,790,115	23	$2,647,863
Louisiana	$4,056,333	$4,056,333	22	$3,406,264
Maine	$1,499,651	$1,499,651	39	$1,272,265
Maryland	$5,941,352	$5,941,352	18	$4,836,925
Massachusetts	$6,928,546	$6,928,546	12	$6,240,524
Michigan	$12,703,572	$12,703,572	6	$10,340,707
Minnesota	$5,948,704	$5,948,704	17	$4,529,568
Mississippi	$2,196,811	$2,196,811	33	$1,893,760
Missouri	$4,665,920	$4,665,920	20	$4,273,399
Montana	$952,426	$952,426	45	$817,587
Nebraska	$1,637,007	$1,637,007	37	$1,524,912
Nevada	$1,692,141	$1,692,141	36	$848,922
New Hampshire	$1,280,128	$1,280,128	40	$1,011,857
New Jersey	$12,040,144	$12,040,144	7	$10,086,623
New Mexico	$1,606,260	$1,606,260	38	$1,346,262
New York	$25,149,485	$25,149,485	2	$23,636,066
North Carolina	$7,191,046	$7,191,046	11	$5,372,300
North Dakota	$526,828	$526,828	51	$595,903
Ohio	$11,463,000	$11,463,000	9	$10,246,768
Oklahoma	$3,351,416	$3,351,416	29	$2,530,565
Oregon	$3,604,260	$3,604,260	27	$2,930,073
Pennsylvania	$12,992,184	$12,992,184	5	$11,864,350
Rhode Island	$1,169,333	$1,169,333	43	$1,016,980
South Carolina	$3,745,547	$3,745,547	25	$2,923,850
South Dakota	$667,517	$667,517	48	$589,980
Tennessee	$4,665,602	$4,665,602	21	$3,682,311
Texas	$23,706,639	$23,706,639	3	$16,230,797
Utah	$1,816,370	$1,816,370	35	$1,435,344
Vermont	$722,823	$722,823	47	$669,612
Virginia	$6,793,482	$6,793,482	13	$5,726,449
Washington	$6,208,173	$6,208,173	16	$4,421,886
West Virginia	$2,042,506	$2,042,506	34	$1,659,431
Wisconsin	$6,389,113	$6,389,113	15	$5,089,869
Wyoming	$643,005	$643,005	49	$676,863

Note: Constant figures expressed in 1998-99 dollars.

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1981, 1991; National Education Association, Estimates of School Statistics, 2000.

Nominal 1988-89 dollars	Rank on constant dollar expenditures	Constant 1998-99 dollars	Nominal 1978-1979 dollars	Rank on constant dollar expenditures	% change in constant expenditures 1978
$172,932,382		*$216,779,038*	*$86,711,615*		33%
$2,168,020	24	$3,046,753	$1,218,701	23	11%
$739,020	39	$922,628	$369,051	39	30%
$2,143,148	25	$2,452,555	$981,022	29	54%
$1,319,370	33	$1,597,623	$639,049	34	52%
$19,370,242	1	$22,514,613	$9,005,845	1	38%
$2,266,867	23	$3,216,278	$1,286,511	22	15%
$2,984,542	20	$3,022,690	$1,209,076	24	66%
$479,327	49	$647,760	$259,104	47	-13%
$584,035	45	$715,595	$286,238	45	27%
$7,245,515	9	$6,562,500	$2,625,000	9	99%
$4,006,069	12	$4,168,188	$1,667,275	18	97%
$643,319	42	$877,805	$351,122	41	33%
$571,159	46	$825,333	$330,133	43	50%
$7,655,153	5	$11,034,480	$4,413,792	6	7%
$3,779,468	14	$4,746,435	$1,898,574	12	38%
$1,925,623	28	$3,022,650	$1,209,060	25	-5%
$1,712,260	31	$2,109,253	$843,701	31	31%
$1,918,741	29	$2,599,210	$1,039,684	28	46%
$2,468,307	22	$3,291,635	$1,316,654	21	23%
$921,931	38	$939,308	$375,723	38	60%
$3,505,018	16	$4,566,608	$1,826,643	16	30%
$4,522,119	10	$6,395,253	$2,558,101	10	8%
$7,493,266	6	$11,885,373	$4,754,149	4	7%
$3,282,298	17	$4,697,890	$1,879,156	13	27%
$1,372,290	32	$1,865,913	$746,365	32	18%
$3,096,666	19	$3,754,363	$1,501,745	19	24%
$592,454	44	$826,815	$330,726	42	15%
$1,105,009	35	$1,532,680	$613,072	36	7%
$615,161	43	$710,240	$284,096	46	138%
$733,230	41	$735,045	$294,018	44	74%
$7,309,147	8	$8,458,503	$3,383,401	8	42%
$975,552	37	$1,253,843	$501,537	37	28%
$17,127,584	2	$21,240,718	$8,496,287	2	18%
$3,892,971	13	$4,837,913	$1,855,165	14	55%
$431,814	50	$582,300	$232,920	49	-10%
$7,425,194	7	$9,175,933	$3,670,373	7	25%
$1,833,743	30	$2,670,730	$1,068,292	26	25%
$2,123,241	26	$2,635,920	$1,054,368	27	37%
$8,597,355	4	$11,879,928	$4,751,971	5	9%
$736,942	40	$888,128	$355,651	40	32%
$2,118,732	27	$2,443,313	$977,325	30	53%
$427,522	51	$553,300	$221,320	50	21%
$2,668,341	21	$3,367,080	$1,346,824	20	39%
$11,761,447	3	$13,434,668	$5,373,867	3	76%
$1,040,104	36	$1,536,443	$614,577	35	18%
$485,226	48	$480,438	$192,175	51	50%
$4,151,050	11	$4,563,488	$1,825,395	17	49%
$3,204,265	18	$4,604,490	$1,841,796	15	35%
$1,202,486	34	$1,692,705	$677,082	33	21%
$3,688,311	15	$4,793,365	$1,917,346	11	33%
$491,930	47	$603,900	$241,560	48	6%

BEST COPY AVAILABLE

TABLE 2.5 TOTAL EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION, BY FUNCTION AND STATE, 1996-97 (IN THOUSANDS)

		Current Expenditures for Elementary and Secondary Programs					
				Student Services			
	Total Expenditures	Current expenditures for public schools	Instruction	Total	Students support[3]	Instructional Staff[4]	General administration
United States	*$313,131,180*	*$270,151,583*	*$167,147,978*	*$91,041,936*	*$13,155,786*	*$10,902,443*	*$6,045,394*
Alabama	3,998,269	3,436,406	2,105,541	1,079,076	130,282	127,894	96,505
Alaska	1,237,774	1,069,379	606,333	427,264	52,157	60,754	60,782
Arizona	4,528,128	3,527,473	2,025,072	1,281,780	155,470	113,849	141,707
Arkansas	2,331,749	2,074,113	1,293,081	656,551	88,053	79,751	73,486
California	33,737,356	29,909,168	18,121,365	10,529,510	1,566,384	1,338,224	174,874
Colorado	4,436,250	3,577,211	2,210,900	1,221,481	153,456	137,228	78,114
Connecticut	4,809,676	4,522,716	2,881,058	1,418,875	242,541	133,895	89,809
Delaware	892,909	788,715	487,517	261,787	36,596	10,488	8,454
District of Columbia	689,755	632,952	336,860	272,598	57,634	23,577	21,874
Florida	14,881,563	12,018,676	7,033,629	4,381,509	576,200	695,285	126,659
Georgia	8,496,454	7,230,405	4,514,587	2,287,757	326,579	358,749	103,867
Hawaii	1,272,757	1,057,069	665,806	321,074	60,830	32,503	5,566
Idaho	1,301,364	1,090,597	683,594	356,978	60,404	34,195	28,583
Illinois	13,870,824	11,720,249	7,049,329	4,273,482	666,672	485,449	361,741
Indiana	7,235,514	6,055,055	3,786,133	2,002,153	257,636	171,095	108,903
Iowa	3,236,818	2,685,943	1,766,300	978,025	181,486	135,005	83,167
Kansas	2,868,622	2,568,525	1,477,532	962,406	136,843	105,978	99,563
Kentucky	3,662,579	3,382,062	2,053,842	1,155,004	126,672	140,908	123,786
Louisiana	4,113,221	3,747,507	2,231,393	1,191,011	148,777	148,754	85,288
Maine	1,467,364	1,351,500	922,055	401,351	41,148	39,236	26,304
Maryland	6,213,087	5,529,309	3,383,092	1,897,410	230,286	242,375	29,500
Massachusetts	7,130,092	6,846,610	4,509,876	2,113,367	327,718	247,669	152,859
Michigan	13,764,397	11,686,124	6,916,820	4,424,697	745,954	502,457	247,548
Minnesota	6,522,281	5,067,353	3,265,753	1,611,327	161,936	271,009	100,025
Mississippi	2,332,632	2,035,675	1,249,098	634,660	74,231	83,949	62,175
Missouri	5,559,174	4,775,931	2,931,449	1,634,778	208,363	185,048	149,443
Montana	975,686	902,252	562,184	302,011	41,253	30,350	28,593
Nebraska	1,932,209	1,707,455	1,074,270	503,687	67,832	57,455	61,680
Nevada	1,907,888	1,434,395	859,392	526,836	55,040	43,826	23,926
New Hampshire	1,335,613	1,173,958	760,415	371,963	63,662	33,256	40,344
New Jersey	12,960,158	11,771,941	7,229,567	4,172,006	783,936	353,069	339,186
New Mexico	1,865,172	1,557,376	894,288	585,614	128,211	70,303	41,289
New York	27,796,103	24,237,291	16,375,194	7,186,590	970,185	573,245	506,305
North Carolina	7,016,845	5,964,939	3,704,917	1,869,514	302,482	217,179	113,543
North Dakota	638,208	577,498	353,165	175,106	18,287	13,494	28,470
Ohio	12,595,501	10,948,074	6,518,251	4,021,119	544,958	558,152	276,429
Oklahoma	3,264,435	2,990,044	1,786,857	1,018,612	165,522	88,124	120,572
Oregon	3,717,851	3,184,100	1,927,857	1,141,621	145,073	139,208	71,307
Pennsylvania	15,033,807	12,820,704	8,220,369	4,132,980	587,352	407,231	366,309
Rhode Island	1,201,323	1,151,888	771,635	347,402	71,178	36,558	25,013
South Carolina	3,918,469	3,296,661	1,965,815	1,121,812	217,136	184,994	44,742
South Dakota	704,000	627,109	384,756	208,437	24,740	21,099	18,510
Tennessee	4,727,737	4,145,380	2,687,961	1,242,078	133,262	221,030	89,047
Texas	23,959,347	20,167,238	12,426,613	6,655,923	919,348	901,450	732,153
Utah	2,280,779	1,822,725	1,205,721	511,223	62,613	71,117	18,663
Vermont	832,392	718,092	467,336	229,343	43,868	21,120	20,093
Virginia	7,471,397	6,343,766	3,852,822	2,154,071	301,239	351,967	66,380
Washington	6,725,638	5,567,806	3,351,236	1,970,285	351,717	266,296	147,050
West Virginia	2,044,610	1,847,580	1,144,463	591,395	59,282	49,277	48,094
Wisconsin	6,967,802	5,975,122	3,771,582	2,019,452	252,324	286,190	163,882
Wyoming	690,006	591,488	363,275	206,738	32,998	19,127	12,712

NOTE.—Excludes expenditures for state education agencies. Because of rounding, details may not add to totals.
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey.
(This table was prepared June 1998.)
[1]Includes expenditures for adult education, community colleges, private school programs funded by local and state education agencies, and community services.
[2]Includes expenditures for property and for building and alterations completed by school district staff or contractors.
[3]Includes expenditures for health, attendance, and speech pathology services.
[4]Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.
[5]Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time).

BEST COPY AVAILABLE

School administration	Operation and maintenance	Student transportation	Other support services	Food services	Enterprise operations[3]	Other current expenditures[1]	Capital outlay[2]	Interest on school debt
$15,557,506	$26,837,125	$10,969,797	$7,553,685	$11,247,530	$714,139	$4,646,894	$31,434,117	$6,896,586
208,012	293,737	147,736	76,911	251,788	0	101,240	414,124	44,499
64,506	149,669	37,072	2,323	31,070	4,713	5,190	142,402	20,803
191,728	399,869	146,616	132,521	178,240	44,382	31,860	717,961	248,833
118,565	185,923	77,577	33,196	106,666	17,815	12,738	195,971	48,927
2,268,884	3,062,800	812,747	1,305,596	1,251,171	7,122	567,526	3,119,984	140,877
239,053	316,996	112,101	184,534	130,767	14,061	11,458	687,431	162,150
244,656	419,436	203,237	85,300	126,181	96,602	82,946	97,240	106,774
43,685	77,390	45,121	40,053	39,411	0	13,472	79,909	10,813
36,481	89,291	25,117	18,625	23,494	0	4,139	49,564	3,100
760,325	1,337,308	521,995	363,737	603,538	0	418,322	2,127,455	317,110
448,586	596,669	273,488	179,819	422,913	5,148	57,470	1,056,415	152,164
67,340	99,887	18,791	36,158	70,187	0	32,279	152,024	31,384
65,406	103,046	51,031	14,313	50,025	0	2,844	178,574	29,349
619,631	1,196,872	557,643	405,275	397,438	0	94,508	1,674,099	381,770
339,778	652,486	331,685	140,568	266,769	0	42,242	670,037	488,180
148,255	252,722	90,257	87,133	131,770	9,848	17,745	295,558	37,373
171,187	287,170	109,585	52,080	128,587	0	3,002	226,156	70,939
196,073	322,997	193,686	50,881	173,215	0	34,373	176,023	70,121
207,709	330,939	208,789	62,774	277,749	47,353	24,336	249,896	91,482
78,216	130,548	62,761	23,139	26,045	50	15,366	66,231	34,264
460,741	546,597	281,149	106,782	177,180	91,628	20,527	596,020	67,231
306,810	647,652	307,056	123,604	223,367	0	61,046	94,378	128,058
715,611	1,240,926	482,339	489,661	344,607	0	298,221	1,412,445	367,807
214,770	439,501	262,925	161,161	210,273	0	226,753	997,847	210,527
114,232	183,587	85,532	31,142	151,052	665	13,536	243,876	39,543
286,210	467,429	264,914	73,372	209,704	0	97,591	553,883	131,768
48,115	94,775	39,686	19,239	37,545	512	6,039	56,489	10,906
88,024	149,961	48,687	30,047	68,041	61,457	2,854	192,490	29,409
103,559	144,467	57,764	96,255	48,165	0	9,584	389,869	94,021
66,152	102,677	51,968	13,904	41,581	0	3,042	129,482	29,130
643,636	1,230,202	569,814	232,166	325,410	44,956	148,697	670,281	169,239
77,647	162,017	82,631	23,516	76,239	1,234	7,771	272,498	27,527
1,010,844	2,244,876	1,224,635	656,500	675,506	0	942,969	2,030,594	585,229
394,081	500,964	225,129	116,135	390,508	0	45,745	848,244	157,916
26,936	52,188	25,442	10,288	29,396	19,832	4,751	47,851	8,106
640,490	1,046,117	285,289	669,684	405,556	3,148	362,429	1,082,205	202,793
165,326	314,796	98,376	65,895	157,630	26,945	12,439	233,474	28,478
210,660	308,001	130,703	136,149	112,130	2,492	15,362	420,027	98,363
575,996	1,280,317	575,515	340,261	451,709	15,645	307,791	1,405,776	499,537
55,881	96,967	46,888	12,936	32,850	0	7,382	22,221	19,833
206,189	297,840	96,640	74,271	193,490	15,543	55,741	489,418	76,651
35,670	63,612	24,295	20,511	31,796	2,119	931	63,867	12,092
218,403	378,918	143,468	57,950	215,321	0	18,942	480,355	83,080
1,104,693	2,280,354	558,790	159,136	1,081,951	2,751	104,718	2,999,594	687,797
108,834	166,877	51,611	33,489	99,834	5,947	54,245	326,711	55,098
47,120	60,498	23,935	12,706	20,951	462	3,750	96,267	14,283
379,849	651,311	282,070	121,255	251,402	85,471	127,167	832,101	168,364
281,060	568,505	221,166	132,471	180,297	85,989	27,085	672,467	238,278
106,436	184,857	119,304	24,145	111,571	131	28,734	153,115	15,201
313,316	557,284	249,482	196,974	183,971	117	56,342	777,166	158,172
35,938	65,264	25,555	15,145	21,475	0	1,631	84,231	12,657

BEST COPY AVAILABLE

TABLE 2.6 EXPENDITURES PER PUPIL IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS (GROSS EXPENDITURES IN THOUSANDS)

	1998-99				1988-89	
	Nominal expenditures	Real expenditures	Real per pupil	Rank	Nominal expenditures	Real expenditures
United States	*$289,357,005*	*$289,357,005*	*$6,251*		*$172,932,382*	*$238,646,687*
Alabama	$3,392,075	$3,392,075	$4,584	49	$2,188,020	$3,019,468
Alaska	$1,196,979	$1,196,979	$8,842	4	$739,020	$1,019,848
Arizona	$3,784,025	$3,784,025	$4,598	47	$2,143,148	$2,957,544
Arkansas	$2,430,378	$2,430,378	$5,321	38	$1,319,370	$1,820,731
California	$30,976,100	$30,976,100	$5,300	40	$19,370,242	$26,730,934
Colorado	$3,694,027	$3,694,027	$5,284	41	$2,266,667	$3,128,000
Connecticut	$5,011,168	$5,011,168	$9,184	2	$2,984,542	$4,118,668
Delaware	$561,225	$561,225	$7,065	12	$479,327	$661,471
District of Columbia	$910,883	$910,883	$8,055	5	$584,035	$805,968
Florida	$13,027,753	$13,027,753	$5,583	35	$7,245,515	$9,998,811
Georgia	$8,222,804	$8,222,804	$5,868	29	$4,006,069	$5,528,375
Hawaii	$1,167,335	$1,167,335	$6,229	21	$643,319	$887,780
Idaho	$1,235,117	$1,235,117	$5,049	45	$571,159	$788,199
Illinois	$11,752,415	$11,752,415	$5,843	30	$7,655,153	$10,564,111
Indiana	$6,563,658	$6,563,658	$6,643	18	$3,779,468	$5,215,666
Iowa	$2,876,992	$2,876,992	$5,725	32	$1,925,623	$2,657,360
Kansas	$2,764,632	$2,764,632	$5,885	28	$1,712,260	$2,362,919
Kentucky	$3,790,115	$3,790,115	$5,933	27	$1,918,741	$2,647,863
Louisiana	$4,056,333	$4,056,333	$5,303	39	$2,468,307	$3,406,284
Maine	$1,499,651	$1,499,651	$7,110	11	$921,931	$1,272,265
Maryland	$5,941,352	$5,941,352	$7,059	13	$3,505,018	$4,836,925
Massachusetts	$6,928,546	$6,928,546	$7,306	8	$4,522,119	$6,240,524
Michigan	$12,703,572	$12,703,572	$7,488	7	$7,493,266	$10,340,707
Minnesota	$5,948,704	$5,948,704	$6,946	14	$3,282,296	$4,529,568
Mississippi	$2,198,811	$2,198,811	$4,377	50	$1,372,290	$1,893,760
Missouri	$4,665,920	$4,665,920	$5,212	42	$3,096,666	$4,273,399
Montana	$952,426	$952,426	$5,953	26	$592,454	$817,587
Nebraska	$1,637,007	$1,637,007	$5,645	34	$1,105,009	$1,524,912
Nevada	$1,692,141	$1,692,141	$5,440	36	$615,161	$848,922
New Hampshire	$1,280,128	$1,280,128	$6,302	20	$733,230	$1,011,857
New Jersey	$12,040,144	$12,040,144	$9,703	1	$7,309,147	$10,086,623
New Mexico	$1,606,260	$1,606,260	$4,886	46	$975,552	$1,346,262
New York	$25,149,485	$25,149,485	$8,860	3	$17,127,584	$23,636,068
North Carolina	$7,191,046	$7,191,046	$5,773	31	$3,892,971	$5,372,300
North Dakota	$526,828	$526,828	$4,597	48	$431,814	$595,903
Ohio	$11,463,000	$11,463,000	$6,223	22	$7,425,194	$10,246,768
Oklahoma	$3,351,416	$3,351,416	$5,332	37	$1,833,743	$2,530,565
Oregon	$3,604,260	$3,604,260	$6,640	19	$2,123,241	$2,930,073
Pennsylvania	$12,992,184	$12,992,184	$7,152	10	$8,597,355	$11,864,350
Rhode Island	$1,169,333	$1,169,333	$7,607	6	$736,942	$1,016,980
South Carolina	$3,745,547	$3,745,547	$5,718	33	$2,118,732	$2,923,850
South Dakota	$667,517	$667,517	$5,066	44	$427,522	$589,980
Tennessee	$4,665,602	$4,665,602	$5,165	43	$2,668,341	$3,682,311
Texas	$23,706,639	$23,706,639	$5,970	25	$11,761,447	$16,230,797
Utah	$1,816,370	$1,816,370	$3,807	51	$1,040,104	$1,435,344
Vermont	$722,823	$722,823	$6,775	17	$485,226	$669,612
Virginia	$6,793,482	$6,793,482	$6,044	24	$4,151,050	$5,728,449
Washington	$6,208,173	$6,208,173	$6,211	23	$3,204,265	$4,421,886
West Virginia	$2,042,506	$2,042,506	$6,887	15	$1,202,486	$1,659,431
Wisconsin	$6,389,113	$6,389,113	$7,264	9	$3,686,311	$5,089,869
Wyoming	$643,005	$643,005	$6,810	16	$491,930	$678,863

Note: Real Expenditures have been adjusted to 1998-99 dollars.

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1991, 1991, and 1999. Inflation data from Bureau of Labor Statistics.

Real per pupil	Rank	1978-79 Nominal expenditures	Real expenditures	Real per pupil	Rank
$5,670		*$86,711,615*	*$216,779,038*	*$5,087*	
$3,683	47	$1,218,701	$3,046,753	$4,000	43
$11,493	1	$369,051	$922,628	$10,169	1
$4,909	33	$981,022	$2,452,555	$4,811	26
$3,919	46	$639,049	$1,597,623	$3,498	51
$5,407	22	$9,005,845	$22,514,613	$5,376	17
$5,932	26	$1,286,511	$3,216,278	$5,761	12
$7,696	5	$1,209,076	$3,022,690	$5,091	22
$6,907	12	$259,104	$647,760	$5,834	9
$8,221	2	$286,238	$715,595	$6,285	5
$5,459	21	$2,625,000	$6,562,500	$4,335	34
$4,681	35	$1,667,275	$4,168,188	$3,813	48
$5,419	31	$351,122	$877,805	$5,141	21
$3,701	50	$330,133	$825,333	$4,065	40
$5,781	19	$4,413,792	$11,034,480	$5,254	19
$4,964	29	$1,898,574	$4,746,435	$4,263	38
$5,401	27	$1,209,060	$3,022,650	$5,317	18
$5,708	28	$843,701	$2,109,253	$4,865	24
$3,913	48	$1,039,684	$2,599,210	$3,751	50
$4,455	45	$1,316,654	$3,291,635	$4,031	41
$5,633	17	$375,723	$939,308	$3,914	45
$6,612	10	$1,826,643	$4,566,608	$5,638	13
$7,105	6	$2,558,101	$6,395,253	$5,914	8
$5,993	14	$4,754,149	$11,885,373	$6,218	6
$6,000	16	$1,879,156	$4,697,890	$5,816	10
$3,363	49	$746,365	$1,865,913	$3,779	49
$4,985	32	$1,501,745	$3,754,363	$4,172	39
$5,987	30	$330,726	$826,815	$5,032	23
$5,377	24	$613,072	$1,532,680	$5,147	20
$4,962	39	$284,096	$710,240	$4,855	25
$5,717	18	$294,018	$735,045	$4,264	37
$8,539	3	$3,383,401	$8,458,503	$6,325	4
$4,854	42	$501,537	$1,253,843	$4,490	32
$9,173	4	$8,496,287	$21,240,718	$6,865	2
$4,505	36	$1,855,165	$4,637,913	$3,989	44
$4,726	34	$232,920	$582,300	$4,772	27
$5,261	23	$3,670,373	$9,175,933	$4,364	33
$4,432	44	$1,068,292	$2,670,730	$4,535	31
$6,021	15	$1,054,368	$2,635,920	$5,592	14
$6,720	9	$4,751,971	$11,879,928	$5,804	11
$7,137	7	$355,651	$889,128	$5,534	15
$4,601	40	$977,325	$2,443,313	$3,910	46
$4,448	41	$221,320	$553,300	$4,003	42
$4,047	43	$1,346,824	$3,367,060	$3,857	47
$4,882	37	$5,373,867	$13,434,668	$4,686	30
$3,454	51	$614,577	$1,536,443	$4,727	29
$6,252	8	$192,175	$480,438	$4,743	28
$5,420	20	$1,825,395	$4,563,488	$4,325	35
$5,671	25	$1,841,796	$4,604,490	$5,986	7
$5,417	38	$677,082	$1,692,705	$4,278	36
$6,443	13	$1,917,346	$4,793,365	$5,408	16
$7,339	11	$241,560	$603,900	$6,402	3

TABLE 2.7 EXPENDITURES PER PUPIL RANKED ON 1998-99

	1998-99	Rank	1988-89	Rank	1978-79	Rank
United States	*6,251*		*5,670*		*5,087*	
New Jersey	9,703	1	8,539	3	6,325	4
Connecticut	9,184	2	7,696	5	5,091	22
New York	8,860	3	9,173	4	6,885	2
Alaska	8,842	4	11,493	1	10,169	1
District of Columbia	8,055	5	8,221	2	6,285	5
Rhode Island	7,607	6	7,137	7	5,534	15
Michigan	7,488	7	5,993	14	6,218	6
Massachusetts	7,306	8	7,105	6	5,914	8
Wisconsin	7,264	9	6,443	13	5,408	16
Pennsylvania	7,152	10	6,720	9	5,804	11
Maine	7,110	11	5,633	17	3,914	45
Delaware	7,065	12	6,907	12	5,834	9
Maryland	7,059	13	6,612	10	5,638	13
Minnesota	6,946	14	6,000	16	5,816	10
West Virginia	6,887	15	5,417	38	4,278	36
Wyoming	6,810	16	7,339	11	6,402	3
Vermont	6,775	17	6,252	8	4,743	28
Indiana	6,643	18	4,964	29	4,263	38
Oregon	6,640	19	6,021	15	5,592	14
New Hampshire	6,302	20	5,717	18	4,264	37
Hawaii	6,229	21	5,419	31	5,141	21
Ohio	6,223	22	5,261	23	4,364	33
Washington	6,211	23	5,671	25	5,986	7
Virginia	6,044	24	5,420	20	4,325	35
Texas	5,970	25	4,882	37	4,686	30
Montana	5,953	26	5,987	30	5,032	23
Kentucky	5,933	27	3,913	48	3,751	50
Kansas	5,885	28	5,708	28	4,865	24
Georgia	5,868	29	4,681	35	3,813	48
Illinois	5,843	30	5,781	19	5,254	19
North Carolina	5,773	31	4,505	36	3,989	44
Iowa	5,725	32	5,401	27	5,317	18
South Carolina	5,718	33	4,601	40	3,910	46
Nebraska	5,645	34	5,377	24	5,147	20
Florida	5,583	35	5,459	21	4,335	34
Nevada	5,440	36	4,962	39	4,855	25
Oklahoma	5,332	37	4,432	44	4,535	31
Arkansas	5,321	38	3,919	46	3,498	51
Louisiana	5,303	39	4,455	45	4,031	41
California	5,300	40	5,407	22	5,376	17
Colorado	5,284	41	5,932	26	5,761	12
Missouri	5,212	42	4,985	32	4,172	39
Tennessee	5,165	43	4,047	43	3,857	47
South Dakota	5,066	44	4,448	41	4,003	42
Idaho	5,049	45	3,701	50	4,065	40
New Mexico	4,886	46	4,854	42	4,490	32
Arizona	4,598	47	4,909	33	4,811	26
North Dakota	4,597	48	4,726	34	4,772	27
Alabama	4,584	49	3,683	47	4,000	43
Mississippi	4,377	50	3,363	49	3,779	49
Utah	3,807	51	3,454	51	4,727	29

BEST COPY AVAILABLE

TABLE 2.8 CHANGE IN CONSTANT TOTAL EXPENDITURES PER PUPIL, RANKED BY PERCENT CHANGE, 1978-98

	1978-98		1988-98		1978-1988	
	Percent change	Rank	Percent change	Rank	Percent change	Rank
United States	*22.86%*		*10.2%*		*11.5%*	
Maine	81.67%	1	26.2%	9	43.9%	2
Connecticut	60.40%	2	19.3%	16	51.2%	1
West Virginia	61.01%	3	27.1%	8	26.6%	9
Kentucky	58.18%	4	51.6%	1	4.3%	36
Indiana	55.81%	5	33.8%	4	16.4%	22
Georgia	53.91%	6	25.4%	10	22.8%	12
New Jersey	53.41%	7	13.6%	22	35.0%	3
Arkansas	52.12%	8	35.8%	3	12.0%	27
New Hampshire	47.80%	9	10.2%	26	34.1%	4
South Carolina	46.26%	10	24.3%	13	17.7%	19
North Carolina	44.74%	11	26.2%	6	12.9%	26
Vermont	42.84%	12	8.4%	30	31.8%	6
Ohio	42.58%	13	18.3%	18	20.5%	13
Virginia	39.76%	14	11.5%	24	25.3%	11
Rhode Island	37.46%	15	6.6%	32	29.0%	8
Wisconsin	34.33%	16	12.7%	23	19.1%	16
Tennessee	33.92%	17	27.6%	7	4.9%	34
Louisiana	31.57%	18	19.0%	17	10.5%	29
New York	29.05%	19	-3.4%	47	33.6%	5
Florida	28.78%	20	2.3%	40	25.9%	10
District of Columbia	28.16%	21	-2.0%	45	30.8%	7
Texas	27.40%	22	22.3%	14	4.2%	37
South Dakota	26.56%	23	13.9%	21	11.1%	28
Maryland	25.20%	24	6.8%	31	17.3%	21
Missouri	24.93%	25	4.5%	36	19.5%	15
Idaho	24.20%	26	36.4%	2	-9.0%	49
Massachusetts	23.55%	27	2.8%	38	20.1%	14
Pennsylvania	23.22%	28	6.4%	33	15.8%	23
Hawaii	21.18%	29	15.0%	20	5.4%	33
Delaware	21.11%	30	2.3%	39	18.4%	18
Kansas	20.97%	31	3.1%	37	17.3%	20
Michigan	20.42%	32	24.9%	11	-3.6%	46
Minnesota	19.42%	33	15.8%	19	3.2%	38
Oregon	18.74%	34	10.3%	25	7.7%	32
Montana	18.32%	35	-0.6%	43	19.0%	17
Oklahoma	17.57%	36	20.3%	15	-2.3%	45
Mississippi	15.81%	37	30.1%	5	-11.0%	50
Alabama	14.60%	38	24.5%	12	-7.9%	48
Nevada	12.04%	39	9.6%	28	2.2%	40
Illinois	11.20%	40	1.1%	41	10.0%	30
Nebraska	9.69%	41	5.0%	35	4.5%	35
New Mexico	8.82%	42	0.7%	42	8.1%	31
Iowa	7.68%	43	6.0%	34	1.6%	42
Wyoming	6.37%	44	-7.2%	49	14.6%	24
Washington	3.76%	45	9.5%	29	-5.3%	47
California	-1.41%	46	-2.0%	44	0.6%	43
North Dakota	-3.67%	47	-2.7%	46	-1.0%	44
Arizona	-4.43%	48	-6.4%	48	2.1%	41
Colorado	-8.28%	49	-10.9%	50	3.0%	39
Alaska	-13.05%	50	-23.1%	51	13.0%	25
Utah	-19.46%	51	10.2%	27	-26.9%	51

TABLE 2.9 STAFF EMPLOYED IN PUBLIC SCHOOL SYSTEMS, BY TYPE OF ASSIGNMENT AND STATE: FALL 1997

	Total	School district state officials & administrators	School district administrative & support staff	School district instruction coordinators	Principals & assistant principals	School & library support staff
United States[1]	*5,258,671*	*50,955*	*157,867*	*34,844*	*126,093*	*243,381*
Alabama[2]	85,951	445	1,072	1,020	2,285	2,905
Alaska[3]	14,952	68	566	113	825	725
Arizona	80,907	406	746	186	1,819	6,440
Arkansas[3]	51,272	549	737	163	1,505	1,821
California[3]	493,837	2,255	20,555	5,318	10,870	31,030
Colorado	72,247	885	2,428	800	1,984	4,787
Connecticut	73,529	1,084	1,678	409	1,883	3,396
Delaware	12,554	90	421	52	430	484
District of Columbia[4]	8,706	103	240	66	236	411
Florida	256,313	1,636	14,112	667	6,111	12,200
Georgia[5,6]	157,593	1,077	4,274	1,276	4,145	7,342
Hawaii	17,117	135	255	407	495	701
Idaho	23,100	116	463	226	688	955
Illinois[5,6]	228,599	3,493	6,207	2,053	5,341	10,661
Indiana	121,748	920	569	1,406	2,867	8,109
Iowa	64,261	881	747	376	1,773	4,524
Kansas	59,603	1,272	992	86	1,698	2,575
Kentucky[7]	88,996	1,053	2,572	420	1,808	2,319
Louisiana	98,537	292	687	1,079	2,536	3,023
Maine	30,534	465	736	130	853	1,347
Maryland	87,367	722	771	697	2,810	3,830
Massachusetts	121,359	1,035	6,370	1,059	2,146	3,379
Michigan	202,128	2,066	3,580	712	5,413	8,194
Minnesota	97,365	1,163	2,563	938	2,190	4,849
Mississippi	61,693	930	1,540	520	1,557	2,163
Missouri	107,681	1,095	2,783	769	2,762	4,625
Montana[5,6]	18,993	164	504	135	532	866
Nebraska	37,851	548	811	249	948	1,526
Nevada	27,830	205	623	107	793	1,297
New Hampshire	24,778	353	462	144	503	889
New Jersey	166,796	1,661	6,659	1,292	4,343	8,811
New Mexico	39,920	587	1,569	566	884	2,037
NewYork	374,182	2,762	24,761	1,378	7,025	7,421
North Carolina[7]	149,229	1,390	3,377	647	4,144	5,780
North Dakota	14,862	445	174	78	411	501
Ohio	203,073	5,540	9,588	407	1,052	13,707
Oklahoma	69,294	733	1,693	150	1,949	3,374
Oregon	53,094	727	1,496	302	1,599	3,651
Pennsylvania	205,642	1,365	7,608	1,518	4,005	9,852
Rhode Island	17,197	140	437	51	375	819
South Carolina[5,6]	78,951	247	2,048	448	2,254	3,518
South Dakota	16,846	339	393	107	566	569
Tennessee	102,349	1,769	2,475	814	4,264	4,819
Texas	492,932	2,661	2,581	1,169	12,039	21,523
Utah	39,630	107	752	527	980	2,058
Vermont	16,388	145	250	240	403	756
Virginia[2]	142,567	2,440	4,633	1,342	3,509	5,909
Washington	92,338	1,082	2,370	668	2,602	4,727
West Virginia	38,499	322	1,938	344	1,071	283
Wisconsin[7]	103,900	876	2,698	1,104	2,457	5,153
Wyoming	13,581	111	303	109	355	740

[1]Includes imputations for undercounts in designated states.
[2]Includes imputations for pre kindergarten teachers.
[3]Includes imputations for instruction coordinators.
[4]Data imputed by the National Center for Education Statistics (NCES) based on previous year's data, except guidance counselors, which the state reported.
[5]Includes imputations for all support staff except student support staff.
[6]Includes imputations for instructional aides.
[7]Includes imputations for library support staff.
[8]Includes imputations for all support staff.
— Data not available or not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey, and unpublished estimates. (This table was prepared June 1999.)

Teachers	Instructional aids	Guidance counselors	Librarians	Student Support staff	Other Support services staff
2,744,493	*556,435*	*90,757*	*52,172*	*135,726*	*1,065,948*
45,973	7,294	1,718	1,285	498	21,456
7,625	1,957	220	145	177	2,531
41,129	10,283	1,079	754	7,681	10,384
26,932	3,837	1,219	963	416	13,130
268,581	59,381	5,422	958	10,559	78,908
37,840	6,850	1,222	718	1,806	12,927
37,658	8,881	1,145	713	3,573	13,109
6,850	958	221	124	499	2,425
4,399	1,011	172	102	266	1,700
124,473	27,801	5,026	2,599	7,952	53,736
85,005	18,040	2,271	1,989	1,846	30,328
10,653	886	571	286	546	2,182
13,207	2,237	558	191	395	4,064
118,734	26,199	2,871	1,924	7,071	44,045
57,371	16,839	1,763	1,039	1,699	29,166
32,717	6,866	1,341	747	2,673	11,616
31,527	5,476	1,101	994	2,457	11,425
40,488	12,858	1,283	1,101	1,974	23,120
48,599	10,363	2,910	1,219	1,084	26,745
15,700	4,321	598	237	1,133	5,014
48,318	7,332	1,876	1,059	1,484	18,468
67,170	14,870	2,229	676	1,875	20,550
90,529	19,809	2,968	1,565	7,948	59,344
51,998	13,954	977	994	3,042	14,697
29,441	8,744	885	887	2,138	12,888
60,869	8,823	2,485	1,472	3,183	18,815
10,228	2,128	420	363	75	3,578
20,139	3,764	752	560	997	7,557
16,053	1,976	608	267	1,090	4,811
12,931	4,290	665	269	477	3,795
89,671	15,644	3,215	1,766	8,895	24,839
19,647	4,794	676	258	1,470	7,432
190,874	31,167	5,559	3,176	8,930	91,129
77,785	24,591	3,123	2,237	3,160	22,995
8,070	1,636	262	195	423	2,667
110,757	11,869	3,267	1,673	1,281	43,932
40,215	5,349	1,418	888	957	12,568
26,935	7,099	1,251	569	1,156	8,309
108,014	17,508	3,762	2,194	10,060	39,756
10,598	1,862	314	67	515	2,019
42,336	8,643	1,557	1,095	2,274	14,531
9,282	1,871	359	208	539	2,613
54,142	11,139	1,638	1,445	2,867	16,977
254,557	48,626	8,720	4,357	4,049	132,650
21,115	5,571	673	298	540	7,009
7,909	3,359	365	220	646	2,095
75,524	12,273	3,269	2,079	2,784	28,805
49,074	9,469	1,861	1,298	2,735	16,452
20,947	3,169	621	355	949	8,500
57,227	11,254	1,981	1,458	4,218	15,474
6,677	1,514	290	136	664	2,682

TABLE 2.10 AVERAGE DAILY ATTENDANCE AND ADA AS A PERCENTAGE OF TOTAL ENROLLMENT

	1998-99			
	ADA	ADA as percent of enrollment	Rank	ADA
United States	*42,970,027*	*92.8%*		*38,241,776*
Alabama	704,001	95.1%	8	684,453
Alaska	112,809	83.3%	51	95,776
Arizona	769,459	93.5%	17	549,219
Arkansas	438,312	96.0%	3	403,106
California	5,671,448	97.0%	2	4,699,865
Colorado	648,378	92.7%	27	514,232
Connecticut	522,580	95.8%	5	435,227
Delaware	70,300	88.5%	46	88,397
District of Columbia	105,206	93.0%	24	74,398
Florida	2,100,377	90.0%	41	1,587,862
Georgia	1,306,137	93.2%	20	-
Hawaii	174,373	93.1%	23	156,114
Idaho	230,155	94.1%	10	201,219
Illinois	1,835,104	91.2%	39	1,560,461
Indiana	910,695	92.2%	33	882,175
Iowa	471,655	93.8%	12	449,418
Kansas	419,656	89.3%	43	385,364
Kentucky	568,877	89.0%	44	573,221
Louisiana	704,567	92.1%	35	744,142
Maine	197,739	93.7%	14	194,350
Maryland	786,575	93.5%	18	608,699
Massachusetts	882,155	93.0%	25	756,285
Michigan	1,560,757	92.0%	37	1,464,766
Minnesota	801,333	93.6%	16	690,266
Mississippi	472,086	94.0%	11	477,439
Missouri	831,185	92.8%	26	726,451
Montana	142,076	88.8%	45	138,016
Nebraska	255,619	88.2%	47	253,426
Nevada	273,700	88.0%	48	162,256
New Hampshire	187,191	92.2%	34	152,536
New Jersey	1,155,489	93.1%	21	968,176
New Mexico	295,878	90.0%	42	280,921
New York	2,570,037	90.5%	40	2,234,976
North Carolina	1,146,519	92.0%	36	1,004,837
North Dakota	111,989	97.7%	1	109,271
Ohio	1,681,773	91.3%	38	1,597,117
Oklahoma	599,210	95.3%	6	542,693
Oregon	474,754	87.5%	49	409,717
Pennsylvania	1,683,800	92.7%	28	1,532,806
Rhode Island	141,923	92.3%	30	123,321
South Carolina	623,763	95.2%	7	567,133
South Dakota	126,388	95.9%	4	119,400
Tennessee	836,215	92.6%	29	764,354
Texas	3,661,146	92.2%	32	3,033,684
Utah	447,532	93.8%	13	403,294
Vermont	91,456	85.7%	50	88,532
Virginia	1,037,205	92.3%	31	914,445
Washington	936,007	93.6%	15	736,345
West Virginia	275,994	93.1%	22	309,691
Wisconsin	830,417	94.4%	9	700,389
Wyoming	88,025	93.2%	19	91,515

Source: National Education Association, *Estimates of School Statistics*, 2000.
Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*, 1981, 1991.

1988-89 ADA as percent of enrollment	Rank	ADA	1978-79 ADA as percent of enrollment	Rank
92.8%		*41,578,665*	*97.6%*	
94.4%	8	754,181	99.0%	14
89.9%	42	88,573	97.6%	26
95.5%	3	509,252	99.9%	6
92.4%	24	453,125	99.2%	10
101.8%	1	4,047,550	96.6%	35
91.8%	32	550,527	98.6%	20
93.9%	12	566,634	95.4%	48
91.4%	35	104,035	93.7%	50
87.7%	48	106,156	93.2%	51
92.3%	26	1,508,337	99.6%	8
-	-	1,078,462	98.6%	19
93.2%	17	168,660	98.8%	17
93.8%	13	202,758	99.9%	7
86.9%	49	2,043,239	97.3%	30
91.8%	33	1,083,826	97.3%	28
94.0%	11	548,317	96.4%	38
90.3%	39	422,924	97.5%	27
89.9%	43	677,123	97.7%	24
94.6%	7	800,435	98.0%	22
91.3%	36	227,823	94.9%	49
88.4%	47	777,725	96.0%	44
91.8%	31	1,035,724	95.8%	47
92.5%	22	1,860,498	97.3%	29
95.0%	4	778,056	96.3%	40
94.9%	5	482,039	97.6%	25
90.1%	40	872,933	97.0%	32
90.7%	37	158,208	96.3%	42
94.1%	10	287,288	96.5%	36
91.9%	30	147,734	101.0%	3
90.0%	41	170,546	98.9%	15
89.6%	45	1,287,809	96.3%	41
96.1%	2	275,572	98.7%	18
86.8%	50	2,969,216	96.0%	45
92.8%	21	1,150,053	98.9%	16
92.0%	29	117,688	96.4%	37
89.8%	44	2,025,256	96.3%	39
93.5%	16	583,458	99.1%	13
88.7%	46	467,128	99.1%	12
92.4%	25	1,968,801	96.2%	43
91.8%	34	154,098	95.9%	46
92.1%	28	624,795	100.0%	5
94.1%	9	133,840	96.8%	33
93.0%	20	866,117	99.2%	11
92.4%	23	2,872,719	100.2%	4
93.5%	15	333,049	102.5%	1
94.7%	6	98,338	97.1%	31
93.1%	19	1,031,403	97.7%	23
93.1%	18	764,879	99.4%	9
92.2%	27	388,398	98.1%	21
90.4%	38	857,855	96.8%	34
93.6%	14	95,505	101.2%	2

BEST COPY AVAILABLE

TABLE 2.11 AVERAGE ANNUAL SALARY OF INSTRUCTIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

	1998-99 Current dollars	Constant dollars	Rank	1988-89 Current dollars	Constant dollars	Rank	1978-79 Current dollars	Constant dollars	Rank
United States	*42,459*	*42,459*		*31,003*	*42,784*		*15,615*	*39,038*	
Alabama	36,740	36,740	34	26,150	36,087	38	13,223	33,058	36
Alaska	48,085	48,085	8	42,818	59,089	1	22,185	55,463	1
Arizona	45,785	45,785	11	31,985	44,139	15	17,750	44,375	8
Arkansas	32,879	32,879	46	22,193	30,626	50	11,448	28,620	50
California	46,593	46,593	10	35,882	49,517	6	18,172	45,430	7
Colorado	39,421	39,421	26	34,918	48,187	10	15,500	38,750	21
Connecticut	53,429	53,429	3	38,708	53,417	3	15,939	39,848	18
Delaware	44,916	44,916	13	32,736	45,176	12	15,555	38,888	20
District of Columbia	42,974	42,974	17	42,310	58,388	2	na	na	na
Florida	37,048	37,048	32	28,697	39,602	28	14,590	36,475	26
Georgia	41,591	41,591	20	29,752	41,058	24	13,432	33,580	33
Hawaii	41,547	41,547	21	31,945	44,084	16	18,875	47,188	3
Idaho	35,643	35,643	40	23,640	32,623	44	13,080	32,700	40
Illinois	47,312	47,312	9	32,207	44,446	14	16,976	42,440	13
Indiana	42,501	42,501	18	30,357	41,893	22	14,726	36,815	24
Iowa	36,209	36,209	38	26,590	36,694	36	14,589	36,473	27
Kansas	39,690	39,690	25	29,248	40,362	26	13,197	32,993	37
Kentucky	37,251	37,251	30	26,026	35,916	39	13,625	34,063	31
Louisiana	33,943	33,943	44	23,150	31,947	47	13,254	33,135	34
Maine	36,125	36,125	39	25,779	35,575	40	12,588	31,470	44
Maryland	44,873	44,873	14	35,072	48,399	9	17,403	43,508	10
Massachusetts	56,829	56,829	1	37,898	52,299	5	17,146	42,865	11
Michigan	48,207	48,207	7	35,741	49,323	7	18,634	46,585	5
Minnesota	40,707	40,707	23	31,750	43,815	17	16,181	40,453	15
Mississippi	30,743	30,743	48	23,297	32,150	45	11,545	28,863	49
Missouri	36,512	36,512	36	27,020	37,288	33	13,189	32,973	38
Montana	30,034	30,034	49	28,415	39,213	29	14,024	35,060	28
Nebraska	36,571	36,571	35	25,335	34,962	41	13,113	32,783	39
Nevada	41,007	41,007	22	30,150	41,607	23	16,017	40,043	16
New Hampshire	45,167	45,167	12	27,448	37,878	31	12,200	30,500	47
New Jersey	54,342	54,342	2	34,627	47,785	11	17,125	42,813	12
New Mexico	33,714	33,714	45	25,003	34,504	42	16,720	41,800	14
New York	50,300	50,300	5	38,100	52,578	4	18,980	47,450	2
North Carolina	37,279	37,279	29	26,833	37,030	34	13,817	34,543	29
North Dakota	29,215	29,215	51	22,994	31,732	48	12,344	30,860	45
Ohio	41,986	41,986	19	30,934	42,689	19	18,840	47,100	4
Oklahoma	32,783	32,783	47	23,200	32,016	46	12,757	31,893	42
Oregon	43,142	43,142	16	30,680	42,338	20	15,500	38,750	22
Pennsylvania	49,566	49,566	6	31,555	43,546	18	16,000	40,000	17
Rhode Island	51,689	51,689	4	35,564	49,078	8	17,514	43,785	9
South Carolina	36,217	36,217	37	26,762	36,932	35	12,645	31,613	43
South Dakota	29,387	29,387	50	21,250	29,325	51	12,100	30,250	48
Tennessee	37,491	37,491	28	26,512	36,587	37	12,935	32,338	41
Texas	36,999	36,999	33	27,565	38,040	30	13,518	33,795	32
Utah	33,982	33,982	43	23,955	33,058	43	14,607	36,518	25
Vermont	37,081	37,081	31	27,265	37,626	32	12,331	30,828	46
Virginia	38,265	38,265	27	29,667	40,940	25	13,700	34,250	30
Washington	40,596	40,596	24	30,527	42,127	21	18,395	45,988	6
West Virginia	35,451	35,451	41	22,897	31,598	49	13,224	33,060	35
Wisconsin	43,507	43,507	15	32,500	44,850	13	15,600	39,000	19
Wyoming	34,683	34,683	42	28,844	39,805	27	14,939	37,348	23

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics*,1991, 1991.
Source: National Education Association, *Estimates of School Statistics*, 2000.

TABLE 2.11B AVERAGE TEACHER VS AVERAGE STATE SALARY FOR 1998

	Instructional Staff Salary	Average Salary for All Workers	Teacher Salary as % of State Average Salary	Rank of %
United States	*42,459*	*31,945*	*1.33*	
Alabama	36,740	27,042	1.36	25
Alaska	48,085	33,847	1.42	13
Arizona	45,785	29,322	1.56	3
Arkansas	32,879	24,425	1.35	29
California	46,593	35,348	1.32	33
Colorado	39,421	32,248	1.22	48
Connecticut	53,429	40,895	1.31	37
Delaware	44,916	33,969	1.32	32
District of Columbia	42,974	48,462	0.89	51
Florida	37,048	28,184	1.31	35
Georgia	41,591	30,856	1.35	27
Hawaii	41,547	29,036	1.43	12
Idaho	35,643	24,868	1.43	10
Illinois	47,312	34,715	1.36	24
Indiana	42,501	29,108	1.46	9
Iowa	36,209	26,026	1.39	20
Kansas	39,690	26,845	1.48	6
Kentucky	37,251	26,697	1.40	18
Louisiana	33,943	26,910	1.26	45
Maine	36,125	25,875	1.40	17
Maryland	44,873	33,301	1.35	28
Massachusetts	56,829	37,774	1.50	5
Michigan	48,207	34,521	1.40	16
Minnesota	40,707	32,075	1.27	42
Mississippi	30,743	23,822	1.29	40
Missouri	36,512	28,907	1.26	44
Montana	30,034	22,648	1.33	30
Nebraska	36,571	25,539	1.43	11
Nevada	41,007	30,203	1.36	26
New Hampshire	45,187	30,944	1.46	7
New Jersey	54,342	39,516	1.38	23
New Mexico	33,714	25,711	1.31	36
New York	50,300	40,684	1.24	46
North Carolina	37,279	28,176	1.32	31
North Dakota	29,215	22,990	1.27	41
Ohio	41,986	30,392	1.38	22
Oklahoma	32,783	25,122	1.30	38
Oregon	43,142	29,544	1.46	8
Pennsylvania	49,566	31,584	1.57	2
Rhode Island	51,689	30,156	1.71	1
South Carolina	36,217	26,161	1.38	21
South Dakota	29,387	22,751	1.29	39
Tennessee	37,491	28,462	1.32	34
Texas	36,999	31,515	1.17	50
Utah	33,982	26,873	1.26	43
Vermont	37,081	26,611	1.39	19
Virginia	38,265	31,373	1.22	49
Washington	40,596	33,076	1.23	47
West Virginia	35,451	25,276	1.40	15
Wisconsin	43,507	28,531	1.52	4
Wyoming	34,683	24,725	1.40	14

Source: "Average Annual Pay by State." Bureau of Labor Statistics. November 17, 2000. http://stats.bls.gov/news.release/sanpay.toc.htm.; "Estimates of School Statistics 2000." National Education Association.

TABLE 2.12 BREAKDOWN OF KEY FEDERAL FUNDING PROGRAMS

	Goals 2000 State and local Education Systemic Improvement	Safe & Drug-free Schools & Communities State Grants	ESEA Title I Grants to local Educational Agencies	ESEA Title I Even Start	Totals	Percent of total revenues from these four federal programs	As a percent total federally sourced revenues
United States	*448,007,290*	*505,390,300*	*7,035,583,712*	*108,448,584*	*8,097,429,886*	*2.5%*	*36.0%*
Alabama	7,272,721	8,102,900	125,978,962	1,187,261	142,541,844	3.7%	40.3%
Alaska	1,954,869	2,591,590	17,310,732	565,400	22,422,591	1.8%	15.1%
Arizona	7,422,783	8,009,489	113,615,564	1,702,048	130,749,884	3.0%	39.4%
Arkansas	4,459,860	4,936,749	75,431,616	1,130,023	85,958,248	3.6%	44.7%
California	54,828,246	59,535,916	829,978,270	12,433,709	956,776,141	2.6%	29.5%
Colorado	5,423,928	6,067,289	70,301,357	1,053,168	82,845,742	2.0%	36.2%
Connecticut	4,732,430	5,232,488	68,520,285	1,026,486	79,511,689	1.4%	33.7%
Delaware	1,726,010	2,591,590	18,245,036	565,400	23,128,036	5.2%	34.4%
District of Columbia	1,825,651	2,591,590	21,806,582	565,400	26,789,223	2.6%	36.1%
Florida	21,622,043	23,895,922	334,356,614	5,008,918	384,883,497	2.4%	31.8%
Georgia	12,223,449	13,761,112	194,091,286	2,907,636	222,983,483	2.5%	38.2%
Hawaii	1,775,179	2,591,590	20,120,038	565,400	25,052,207	1.9%	22.4%
Idaho	1,914,924	2,591,590	21,874,584	565,400	26,946,498	2.0%	28.6%
Illinois	19,767,845	22,373,252	325,359,272	4,874,130	372,374,499	2.7%	41.8%
Indiana	8,300,600	9,261,905	114,168,017	1,710,324	133,440,846	1.7%	38.7%
Iowa	3,914,475	4,355,036	51,942,452	778,138	60,990,101	1.8%	45.2%
Kansas	4,226,214	4,416,589	54,846,493	821,642	64,310,938	2.0%	34.7%
Kentucky	7,221,211	7,866,640	127,460,616	1,909,457	144,457,924	3.5%	38.9%
Louisiana	9,716,049	10,912,631	191,246,898	2,865,025	214,740,603	4.7%	41.2%
Maine	2,142,233	2,591,590	28,911,195	565,400	34,210,418	2.2%	34.6%
Maryland	7,114,214	8,058,578	99,074,432	1,484,211	115,731,435	1.7%	33.7%
Massachusetts	9,077,945	10,191,984	145,669,951	2,182,247	167,122,127	2.2%	43.2%
Michigan	18,526,918	20,641,419	326,254,481	4,887,541	370,310,359	2.5%	37.1%
Minnesota	6,899,996	7,679,287	86,609,360	1,297,474	102,486,117	1.5%	34.8%
Mississippi	6,142,797	6,922,204	124,852,167	1,867,385	139,584,553	5.6%	41.0%
Missouri	8,407,957	9,479,804	125,913,635	1,886,282	145,687,678	2.5%	40.5%
Montana	1,908,752	2,591,590	25,471,427	565,400	30,537,169	2.9%	28.3%
Nebraska	2,517,939	2,685,839	31,728,523	565,400	37,497,701	2.2%	45.2%
Nevada	1,946,490	2,591,590	22,122,167	565,400	27,225,647	1.4%	30.5%
New Hampshire	1,684,279	2,591,590	17,539,159	565,400	22,380,428	1.5%	41.3%
New Jersey	11,235,981	12,634,991	161,181,285	2,414,619	187,466,876	1.5%	46.6%
New Mexico	3,568,810	4,011,159	62,425,834	935,187	70,940,990	3.4%	25.9%
New York	35,185,477	39,580,448	676,247,361	10,160,665	763,173,949	2.8%	43.8%
North Carolina	10,096,333	11,374,033	139,316,356	2,087,065	162,873,787	2.0%	26.5%
North Dakota	1,716,209	2,591,590	17,799,604	565,400	22,672,803	3.3%	28.7%
Ohio	18,526,668	20,776,891	299,413,919	4,485,449	343,202,727	2.5%	43.1%
Oklahoma	5,552,724	6,235,664	86,775,506	1,299,963	99,863,857	2.8%	31.3%
Oregon	5,039,628	5,329,780	68,158,452	1,021,066	79,548,926	2.1%	31.0%
Pennsylvania	19,786,302	22,045,480	330,841,905	4,956,264	377,629,951	2.5%	44.4%
Rhode Island	1,920,585	2,591,590	24,484,723	565,400	29,562,298	2.3%	41.9%
South Carolina	5,854,285	6,588,518	94,063,395	1,409,142	107,915,340	2.5%	30.8%
South Dakota	1,755,047	2,591,590	19,399,805	565,400	24,311,842	3.0%	30.4%
Tennessee	8,147,483	9,248,139	128,316,493	1,922,279	147,634,394	3.3%	41.4%
Texas	37,623,076	41,294,348	630,803,749	9,449,923	719,171,096	2.8%	32.9%
Utah	3,213,060	3,544,922	33,036,334	565,400	40,359,716	1.8%	26.6%
Vermont	1,686,815	2,591,590	17,425,251	565,400	22,269,056	2.7%	56.4%
Virginia	8,531,625	9,696,170	110,180,723	1,650,591	130,059,109	2.0%	36.8%
Washington	8,366,652	9,042,195	108,327,463	1,622,828	127,359,138	1.8%	27.2%
West Virginia	3,571,978	4,046,130	73,336,005	1,098,629	82,052,742	3.4%	32.0%
Wisconsin	8,290,150	9,272,341	125,187,833	1,875,409	144,625,733	2.0%	44.5%
Wyoming	1,640,395	2,591,590	16,260,545	565,400	21,057,930	2.8%	44.6%

Source: Appropriations made for fiscal year 1998 as reported on the Department of Education web site, http://www.ed.gov.

BEST COPY AVAILABLE

Chapter 3: Measures of Educational Outputs

Any indicator of educational achievement is fraught with some level of difficulty in measurement. Standardized tests often are claimed to be biased against certain demographic groups. Other measures, such as graduation rates, are difficult to compare across state lines due to state-by-state differences in standards. It is important, however, to look at various measures of educational achievement to determine the relative effectiveness of America's various public school systems. This chapter concentrates on standardized test results, as these offer the most consistent method of measuring educational achievement across state lines. Graduation and drop-out rates are not standardized and, therefore, do not offer a consistent or statistically sound method of comparing educational achievement across state lines.

In 1998, 69 percent of public school eighth graders taking the NAEP test performed below the proficiency level in reading.

NAEP Reading test results

Since 1969, the National Assessment of Educational Progress (NAEP) has been mandated by Congress to monitor the knowledge, skills, and performance of the nation's school children. One form of recent monitoring has been national, standardized tests in mathematics, science, reading, geography and other subjects. A portion, or all, of these tests are given to fourth, eighth and twelfth grade students in the participating 43 states and the District of Columbia.

Under current guidelines, tests in mathematics and reading must be given every two years. Tests in other subject areas are required every four or six years. The most recent tests given were in reading during 1998. Forty states and the District of Columbia participated in this round of testing. The current version of the Reading test was first given in 1992. In that year, 35 states and the District of Columbia participated. In 1994 only 29 states and the District of Columbia participated.

Table 3.1 lists the results of several recent mathematics and reading tests given at the fourth and eighth grade levels. The same table also records the percent of students per state scoring at or above the proficiency level. NAEP uses a 0-500 scale on each of the tests. NAEP defines proficiency as, "solid academic performance." Students reaching this level "have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter." Students performing at the basic level are defined by the NAEP as exhibiting "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."[6]

- In 1998, 69 percent of public school eighth graders taking the NAEP test performed below the proficiency level in reading. Thirty one percent of all eighth graders in 1998 performed below the basic level in reading. These figures represent only slight improvements over 1994, when 70 percent of eighth graders scored below the proficiency level and 30 percent performed below the basic level. In 1992, 71 percent of all eighth graders were below the proficiency level and 31 percent were below the basic level in reading.
- Fourth grade students recorded similar results in 1992, 1994, and 1998. In 1992, 73 percent of public school fourth graders performed at or below the proficiency level in reading, and a full 39 percent performed at or below the basic level. The percentage of students below the basic level increased to 40 percent in 1994 before rebounding to 39 percent below the basic level last year. The percent of fourth graders performing below the proficiency level

improved slightly to 72 percent in 1994 and 61 percent in 1998.

- In 1998, 24 of the 41 states (including the District of Columbia) had a higher percentage of eighth graders (29 percent) perform above the national proficiency level. Of these only seven states had more than thirty five percent of their public school eighth graders perform at or above the proficiency level: Connecticut (46 percent), New Hampshire (38 percent), Massachusetts (37 percent), Montana (37 percent), Maine (36 percent), Minnesota (36 percent), and Iowa (35 percent).

In some states, the SAT is given more weight in college admission decisions, in other states the ACT is highlighted.

A Warning about State-by-State SAT and ACT Test Score Comparisons

Forty-four percent of 2000 high school graduates nationwide took the Scholastic Aptitude Test (SAT) and 38 percent took the ACT Assessment. There is a tremendous difference; however, in the percentage of high school graduates in each individual state who took the ACT Assessment test and those that took the SAT. Specifically, the ACT Assessment is taken by most high school graduates in 26 states. Most students in 24 states and the District of Columbia take the SAT. In no state did more than 50 percent of graduates take both tests. In three states, Arizona, California, and Nevada, neither test was taken by 50 percent of graduates.

States primarily administer only one of these two college entrance exams depending on the emphasis that educators and colleges and universities in each state place on student performance on these exams. In some states, the SAT is given more weight in college admission decisions, in other states the ACT is highlighted. These differences lead different subgroups of students in each state to take the SAT, the ACT, or both. One theory is that students most likely to apply to selective colleges and universities will take both tests, and students applying to less selective colleges and universities, or not going to college at all, will take one or neither of the tests.

This theory is supported by the general fact that in states in which less than a majority (i.e., a select group) of students took a specific test, the average scores of those students taking the test were slightly higher than both the national average and the average in those states in which more than 50 percent of students took the test in question (See Table 3.4 and 3.6). For example, in Illinois, only 12 percent of graduating high school students took the SAT in 2000. The average score for these test-takers was 1154, significantly higher than the national average of 1019, and higher than the average of states with a majority of graduates taking the SAT. Moreover, as Figures 3.1 and 3.2 demonstrate, in general, the lower the percentage of students taking one of the exams, the higher the average score.[7]

Such self-selection makes state-by-state comparisons of educational achievement, based on either test alone, somewhat misleading. One may be able to look, however, at the results of both tests and other achievement measures across state lines (keeping in mind self-selection biases) to gain an understanding of educational performance.

ACT test results

ACT, Inc. (the company changed its name in 1996 from the American Collegiate Testing Company) is an independent nonprofit organization founded in 1959. Although ACT, Inc. offers many services to students, secondary schools, and post-secondary institutions of education, the company is best known for creation and administration of the ACT Assessment, a standardized

test designed to measure the potential success of college-bound students.

In 1990, the company changed the format and scoring system of its landmark test, administered since 1959. Thus, test scores from before 1990 and after 1990 are not comparable (See Table 3.4).

- Of the 26 states in which most students took the ACT Assessment, only Wisconsin (22.2) had an average score of 22 or greater in 2000.
- In two of the 26 states in which the ACT Assessment is dominant, the average score was below 20: Mississippi (18.7) and Louisiana (19.6).
- More than 75 percent of high school graduates in five states took the ACT Assessment in 2000: Mississippi (84 percent), North Dakota (80 percent), Louisiana (80 percent), Tennessee (78 percent), and Kansas (77 percent).

Average SAT scores for all test-takers have declined since 1972 by about 2.3 percent.

SAT test results

The Scholastic Aptitude Test (SAT) is developed and administered by The College Board, a nonprofit, national association of schools, colleges, and other educational organizations. The test is meant to be a standardized measure of a student's ability to do college-level work.

The structure of the SAT has changed slightly over time. Most recently, The College Board began including essay questions in addition to the multiple-choice questions that previously constituted the entire exam. The College Board, however, has maintained a standard scoring system over time so that comparisons over the past two and one-half decades are possible (See Table 3.5 and Figure 3.6).

- Average SAT scores for all test-takers have declined since 1972 by about 2.3 percent. However, over this period, scores have followed a cyclical pattern, falling from their high in 1972 (1039) to a low in 1980 and 1981 (994 each of those years). Average composite SAT scores then climbed during the 1980s, only to fall again to another low in 1991 (average score of 999). Since 1991, average SAT scores rose constantly to 1998 (1017) before receding a single point to an average of 1016 in 1999 and rising to a high of 1019 in 2000.
- Female test-takers have lagged behind male test-takers in every year since 1972. Throughout the period males have typically scored about four to six percent higher than females. Again, the variation between average females and average male scores followed a cyclical pattern over the past two and one-half decades, increasing between 1972 and 1981 and then narrowing between 1981 and 1995. The gap has increased since 1995.
- Average student performance on the verbal and math sections of the SAT have varied since 1972. Specifically, average verbal scores have fallen by 5 percent since 1972 while average math scores have risen slightly (by less than one half of one percent) over the same period. In fact, between 1972 and 1989, the average verbal score was higher than the average math score. Since 1990, the average math score in every year has been higher than the average verbal score.
- Of the 25 states (including the District of Columbia) in which the SAT was taken by more students than the ACT Assessment, eight had an average score above the national average of 1019 in 2000: Washington (1054), Oregon (1054), Arizona (1044), New Hampshire (1039), Alaska (1034), Massachusetts

Female test-takers have lagged behind male test-takers in every year since 1972.

(1024), Vermont (1021), and Connecticut (1019).

- Illinois experienced the greatest improvement in average SAT performance over the past two decades. The average score increased 8.3 percent from 1066 in 1979 to 1154 in 1999. Missouri and Alabama tied for second in improvement each with a 7.3 percent improvement. Wisconsin was not far behind with an improvement of 6.7 percent over the period.
- Since 1979, six states, out of the 24 states and the District of Columbia in which the SAT was dominant, experienced a decline in average composite scores. Washington state experienced the largest decline, dropping 4.2 percent from 1097 in 1979 to 1051 in 1999. The other states in which average SAT scores dropped over the past two decades were Florida (-0.1 percent), New York (-0.2 percent), Pennsylvania (-0.3 percent), Delaware (-1.0 percent), and Alaska (-1.2 percent).

Nearly 60 percent of the secondary schools in the United States participated in the Advanced Placement program in 1999, up from only 54 percent in 1998.

Advanced Placement exams

The College Board also develops and administers Advanced Placement exams in several subject areas. These exams are meant to test the college level *knowledge* of high school graduates, rather than the ability of high school graduates to accomplish college level learning. Many colleges and universities award college credits to students who successfully complete Advanced Placement classes in high school and achieve a relatively high score on Advanced Placement exams. In fact, many colleges and universities even grant sophomore status to incoming students who have accumulated enough Advanced Placement credits, thus allowing these students to forego their first year of studies. The College Board currently offers Advanced Placement exams in 29 subject areas (See Table 3.7.2).

- Nearly 60 percent of the secondary schools in the United States participated in the Advanced Placement program in 1999, up from only 54 percent in 1998. This increased participation was accompanied by an 11 percent increase in the total number of Advanced Placement candidates.

The percent of AP exams taken by women has increased steadily over the past two decades, up from 47 percent in 1979 to 61 percent in 1999. The percent of exams taken by minority students has also increased, up from only 12 percent in 1979 to 30 percent in 1999.

FIGURE 3.1 NATIONAL COMPOSITE SAT SCORES, 1972 - 2000

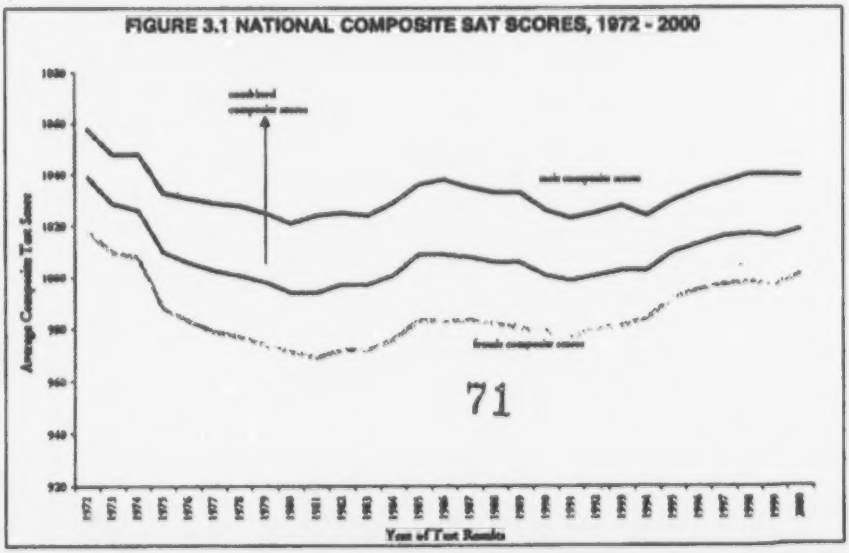


TABLE 3.1 GRADES 4 AND 8 READING AVERAGE NAEP SCORES AND PROFICIENCY & ACHIEVEMENT LEVELS

	1992 Math-Grade 8			1996 Math-Grade 8		
	Avg. Mathematics scale score	At or above proficiency	1992 Rank	Avg. Mathematics scale score	At or above proficiency	1996 Rank
United States	*267*	*20.0%*		*271*	*23.0%*	
Alabama	252	10.0%	33	257	12.0%	38
Alaska	*	*		278	30.0%	10
Arizona	265	15.0%	20	268	18.0%	26
Arkansa	256	10.0%	32	262	13.0%	35
California	261	16.0%	23	263	17.0%	31
Colorado	272	22.0%	11	276	25.0%	16
Connecticut	274	26.0%	8	280	31.0%	8
Delaware	263	15.0%	21	267	19.0%	27
District of Columbia	235	4.0%	36	233	5.0%	41
Florida	260	15.0%	25	264	17.0%	30
Georgia	259	13.0%	27	262	16.0%	33
Hawaii	257	14.0%	31	262	16.0%	33
Idaho	*	*		*	*	
Illinois	*	*		*	*	
Indiana	270	20.0%	13	276	24.0%	17
Iowa	283	31.0%	1	284	31.0%	1
Kansas	*	*		*	*	
Kentucky	262	14.0%	22	267	16.0%	28
Louisiana	250	7.0%	34	252	7.0%	39
Maine	279	25.0%	4	284	31.0%	1
Maryland	265	20.0%	18	270	24.0%	20
Massachusetts	273	23.0%	10	278	28.0%	11
Michigan	267	19.0%	15	277	28.0%	12
Minnesota	282	31.0%	3	284	34.0%	3
Mississippi	246	6.0%	35	250	7.0%	40
Missouri	271	20.0%	12	273	22.0%	19
Montana	*	*		283	32.0%	5
Nebraska	278	26.0%	6	283	31.0%	7
Nevada	*	*		*	*	
New Hampshire	*	*		*	*	
New Jersey	*	*		*	*	
New Mexico	260	11.0%	26	262	14.0%	36
New York	266	20.0%	16	270	22.0%	21
North Carolina	258	12.0%	30	268	20.0%	25
North Dakota	283	29.0%	2	284	33.0%	4
Ohio	*	*		*	*	
Oklahoma	*	*		*	*	
Oregon	*	*		276	26.0%	14
Pennsylvania	*	*		*	*	
Rhode Island	266	16.0%	17	269	20.0%	24
South Carolina	261	15.0%	24	261	14.0%	37
South Dakota	*	*		*	*	
Tennessee	259	12.0%	28	263	15.0%	32
Texas	265	18.0%	19	270	21.0%	22
Utah	274	22.0%	9	277	24.0%	13
Vermont	*	*		279	27.0%	9
Virginia	268	19.0%	14	270	21.0%	22
Washington	*	*		276	26.0%	14
West Virginia	259	10.0%	29	265	14.0%	29
Wisconsin	278	27.0%	5	283	32.0%	5
Wyoming	275	21.0%	7	275	22.0%	18

* Did not participate in testing.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 1992 and 1996 Mathematics Assessments; 1994 and 1998 Reading Assessments

1994 Reading-Grade 4			1998 Reading-Grade 4			1998 Reading-Grade 8		
Avg. Reading scale score	At or above proficiency	1994 Rank	Avg. Reading scale score	At or above proficiency	1998 Rank	Avg. Reading scale score	At or above proficiency	1998 Rank
212	*28%*		*215*	*29%*		*261*	*31%*	
208	23%	24	211	24%	28	255	21%	31
*	*		*	*		*	*	
208	24%	26	207	22%	34	261	28%	23
209	24%	23	209	23%	31	256	23%	28
197	18%	33	202	20%	38	253	22%	33
213	28%	14	222	34%	9	264	30%	14
222	38%	6	232	46%	1	272	42%	2
206	23%	27	212	25%	26	256	25%	29
179	8%	35	182	10%	40	236	12%	37
205	23%	28	207	23%	33	253	23%	32
207	26%	25	210	24%	29	257	25%	26
201	19%	32	200	17%	39	250	19%	36
*	*		*	*		*	*	
*	*		*	*		*	*	
*	*		*	*		*	*	
223	35%	5	223	35%	7	*	*	
*	*		222	34%	9	268	35%	5
212	26%	20	218	29%	14	262	29%	17
197	15%	34	204	19%	36	252	18%	34
228	41%	1	225	36%	5	273	42%	1
210	26%	22	215	29%	23	262	31%	18
223	36%	3	225	37%	4	269	36%	4
*	*		217	28%	16	*	*	
218	33%	10	222	36%	8	267	37%	6
202	18%	31	204	18%	37	251	19%	35
217	31%	11	216	29%	20	263	29%	16
222	35%	7	226	37%	3	270	38%	3
*	*		*	*			*	
*	*		208	21%	32	257	24%	27
223	36%	3	226	38%	2	*	*	
*	*		*	*		*	*	
205	21%	29	206	22%	35	258	24%	25
212	27%	19	216	29%	20	266	34%	7
214	30%	13	217	28%	16	264	31%	15
*	*		*	*		*	*	
*	*		*	*		*	*	
*	*		220	30%	11	265	29%	11
*	*		214	28%	25	266	33%	8
*	*		*	*		*	*	
220	32%	9	218	32%	13	262	30%	19
203	20%	30	210	22%	30	255	22%	30
*	*		*	*		*	*	
213	27%	15	212	25%	26	259	26%	24
212	26%	20	217	29%	18	262	28%	20
217	30%	12	215	28%	24	265	31%	12
*	*		*	*		*	*	
213	26%	17	218	30%	15	266	33%	8
213	27%	15	217	29%	18	265	32%	13
213	26%	17	216	29%	20	262	27%	21
224	35%	2	224	34%	6	266	33%	8
221	32%	8	219	30%	12	262	29%	22

TABLE 3.2 SAT AND ACT TEST RESULTS DEPENDING ON STATE USAGE

	Percent of HS grads taking the ACT-2000	Average ACT[1] scores-2000	ACT weighted ranking	Percent of HS grads taking the SAT-2000	Average SAT[2] scores-2000	SAT weighted ranking
Alabama	68%	20.2	20			
Alaska				50%	1034	5
Arizona				34%	1044	3
Arkansas	73%	20.3	19			
California				49%	1015	10
Colorado	64%	21.5	9			
Connecticut				81%	1017	8
Delaware				66%	998	18
District of Columbia				89%	980	23
Florida				55%	998	18
Georgia				64%	974	24
Hawaii				53%	1007	13
Idaho	61%	21.4	14			
Illinois	72%	21.5	9			
Indiana				60%	999	17
Iowa	69%	22	2			
Kansas	77%	21.6	6			
Kentucky	71%	20.1	22			
Louisiana	80%	19.6	25			
Maine				68%	1004	15
Maryland				65%	1016	9
Massachusetts				78%	1024	6
Michigan	71%	21.3	17			
Minnesota	66%	22	3			
Mississippi	84%	18.7	26			
Missouri	69%	21.6	6			
Montana	58%	21.8	4			
Nebraska	74%	21.7	5			
Nevada	40%	21.5	9			
New Hampshire				72%	1039	4
New Jersey				81%	1011	11
New Mexico	66%	20.1	22			
New York				77%	1000	16
North Carolina				64%	988	22
North Dakota	80%	21.4	14			
Ohio	61%	21.4	14			
Oklahoma	71%	20.8	18			
Oregon				54%	1054	1
Pennsylvania				70%	995	20
Rhode Island				71%	1005	14
South Carolina				59%	966	25
South Dakota	72%	21.5	9			
Tennessee	78%	20	24			
Texas				52%	993	21
Utah	69%	21.5	9			
Vermont				70%	1021	7
Virginia				67%	1009	12
Washington				52%	1054	1
West Virginia	60%	20.2	20			
Wisconsin	69%	22.2	1			
Wyoming	68%	21.6	6			

1 – ACT exams are scored on a scale of 1 through 36.
2 – SAT exams are scored on a scale of 200-1600.

TABLE 3.3 ACT SCORES, RANKED BY COMPOSITE SCORE, 2000

	Total			Core Course Completers		Non-Core Course Completers	
	Average composite score	Percent of graduates tested	Ranked by composite score	Percent of total tested	Average composite Score	Percent of total tested	Average composite score
United States	*21*	*38*		*61*	*22*	*4*	*20.4*
Alabama	20.2	68	41	72	21.1	2	18.9
Alaska	21.3	36	29	43	24	31	18.1
Arizona	21.5	27	17	67	22.2	4	20.3
Arkansas	20.3	73	39	74	21.2	6	18.8
California	21.4	12	23	63	22.2	5	21.5
Colorado	21.5	64	17	58	22.6	4	20.8
Connecticut	21.3	4	29	40	22.2	20	21.2
Delaware	20.6	3	36	61	21.7	6	22.6
District of Columbia	17.8	18	51	63	18	9	18.8
Florida	20.6	40	36	67	21.4	7	19.7
Georgia	19.9	18	46	73	20.6	6	19.4
Hawaii	21.6	20	13	67	22.2	5	21
Idaho	21.4	61	23	48	22.6	3	20.3
Illinois	21.5	72	17	52	22.9	2	21
Indiana	21.4	20	23	63	22.3	6	21.2
Iowa	22	69	7	66	23	2	21.4
Kansas	21.6	77	13	57	23	3	20.4
Kentucky	20.1	71	43	47	21.1	2	19
Louisiana	19.6	80	47	71	20.5	39	19.6
Maine	21.9	5	9	45	22.2	9	20.8
Maryland	20.7	10	34	68	21.2	6	20.6
Massachusetts	21.9	7	9	44	22.2	17	21.9
Michigan	21.3	71	29	56	22.5	2	21.1
Minnesota	22	66	7	69	22.8	3	21.6
Mississippi	18.7	84	50	58	19.9	2	17.9
Missouri	21.6	69	13	60	22.8	3	21.5
Montana	21.8	58	11	55	23.2	3	19.7
Nebraska	21.7	74	12	67	22.7	2	20.4
Nevada	21.5	40	17	61	22.4	3	21.1
New Hampshire	22.5	6	2	51	23.1	12	21.9
New Jersey	20.7	4	34	31	21.5	10	20.2
New Mexico	20.1	66	43	53	21.3	3	19.5
New York	22.2	14	4	63	23.4	8	21.3
North Carolina	19.5	13	48	61	20.5	5	19.1
North Dakota	21.4	80	23	63	22.8	2	20
Ohio	21.4	61	23	61	22.6	2	20.8
Oklahoma	20.8	71	33	52	22	4	19.7
Oregon	22.7	12	1	59	23.7	5	21.4
Pennsylvania	21.4	8	23	68	22.1	6	20
Rhode Island	21.1	4	32	44	21.9	12	19.4
South Carolina	19.3	23	49	70	20	6	19.6
South Dakota	21.5	72	17	63	22.5	2	19.7
Tennessee	20	78	45	62	20.9	2	19.3
Texas	20.3	32	39	73	21	4	19.4
Utah	21.5	69	17	43	22.5	3	20.8
Vermont	22.2	9	4	42	22.7	18	22.2
Virginia	20.5	9	38	68	21.2	8	19.9
Washington	22.4	18	3	54	23.2	4	22.5
West Virginia	20.2	60	41	40	21.5	2	19.8
Wisconsin	22.2	69	4	61	23	3	21.5
Wyoming	21.6	68	13	55	22.7	2	20.8

TABLE 3.4 AVERAGE 1998 NAEP GRADE 8 READING SCORES AND PROFICIENCY, RANKED BY PERCENT ABOVE BASIC READING LEVEL

	Average Reading Scale Score	Rank	Percent at or above proficient	Rank
United States	*261*		*31%*	
Maine	273	1	42%	1
Connecticut	272	2	42%	1
Montana	270	3	38%	3
Minnesota	267	6	37%	4
Massachusetts	269	4	36%	5
Kansas	268	5	35%	6
New York	266	7	34%	7
Oregon	266	7	33%	8
Virginia	266	7	33%	8
Wisconsin	266	7	33%	8
Washington	265	11	32%	11
Utah	265	11	31%	12
North Carolina	264	14	31%	12
Maryland	262	17	31%	12
Colorado	264	14	30%	15
Rhode Island	262	17	30%	15
Oklahoma	265	11	29%	17
Missouri	263	16	29%	17
Kentucky	262	17	29%	17
Wyoming	262	17	29%	17
Texas	262	17	28%	21
Arizona	261	23	28%	21
West Virginia	262	17	27%	23
Tennessee	259	24	26%	24
Georgia	257	26	25%	25
Delaware	256	28	25%	25
New Mexico	258	25	24%	27
Nevada	257	26	24%	27
Arkansas	256	28	23%	29
Florida	253	32	23%	29
South Carolina	255	30	22%	31
California	253	32	22%	31
Alabama	255	30	21%	33
Mississippi	251	35	19%	34
Hawaii	250	36	19%	34
Louisiana	252	34	18%	36
District of Columbia	236	37	12%	37
Alaska	*	*	*	*
Idaho	*	*	*	*
Illinois	*	*	*	*
Indiana	*	*	*	*
Iowa	*	*	*	*
Michigan	*	*	*	*
Nebraska	*	*	*	*
New Hampshire	*	*	*	*
New Jersey	*	*	*	*
North Dakota	*	*	*	*
Ohio	*	*	*	*
Pennsylvania	*	*	*	*
South Dakota	*	*	*	*
Vermont	*	*	*	*

* Did not participate in testing.

TABLE 3.5 NATIONAL HISTORIC SAT SCORES BY SEX

	Verbal			Math			Cumulative			% Change between male & female
Year	Male	Female	Total	Male	Female	Total	Male	Female	Total	Totals
1972	531	529	530	527	489	509	1058	1018	1039	3.93%
1973	523	521	523	525	489	506	1048	1010	1029	3.76%
1974	524	520	521	524	488	505	1048	1008	1026	3.97%
1975	515	509	512	518	479	498	1033	988	1010	4.55%
1976	511	508	509	520	475	497	1031	983	1006	4.88%
1977	509	505	507	520	474	496	1029	979	1003	5.11%
1978	511	503	507	517	474	494	1028	977	1001	5.22%
1979	509	501	505	516	473	493	1025	974	998	5.24%
1980	506	498	502	515	473	492	1021	971	994	5.15%
1981	508	496	502	516	473	492	1024	969	994	5.68%
1982	509	499	504	516	473	493	1025	972	997	5.45%
1983	508	498	503	516	474	494	1024	972	997	5.35%
1984	511	498	504	518	478	497	1029	976	1001	5.43%
1985	514	503	509	522	480	500	1036	983	1009	5.39%
1986	515	504	509	523	479	500	1038	983	1009	5.60%
1987	512	502	507	523	481	501	1035	983	1008	5.29%
1988	512	499	505	521	483	501	1033	982	1006	5.19%
1989	510	498	504	523	482	502	1033	980	1006	5.41%
1990	505	496	500	521	483	501	1026	979	1001	4.80%
1991	503	495	499	520	482	500	1023	977	999	4.71%
1992	504	496	500	521	484	501	1025	980	1001	4.59%
1993	504	497	500	524	484	503	1028	981	1003	4.79%
1994	501	497	499	523	487	504	1024	984	1003	4.07%
1995	505	502	504	525	490	506	1030	992	1010	3.83%
1996	507	503	505	527	492	508	1034	995	1013	3.92%
1997	507	503	505	530	494	511	1037	997	1016	4.01%
1998	509	502	505	531	496	512	1040	998	1017	4.21%
1999	508	502	505	531	495	511	1040	997	1016	4.31%
2000	507	504	505	533	498	514	1040	1002	1019	3.79%

*For 1972-1986, a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995, individual student scores were converted to the recentered scale and then the mean was recomputed. For 1996, 1997, and 1998 most students received scores on the re-centered scale. (Any score on the original scale was converted to the re-centered scale prior to recomputing the mean.)
SOURCE: The College Board

TABLE 3.6 SAT SCORES

	2000				1990			1980		
	Verbal	Math	Composite	Rank on Composite Score	Verbal	Math	Composite	Verbal	Math	Composite
United States	*505*	*514*	*1019*		*500*	*501*	*1001*	*504*	*490*	*994*
Alabama	559	555	1114	16	545	534	1079	514	493	1007
Alaska	519	515	1034	30	514	501	1015	535	510	1045
Arizona	521	523	1044	27	521	520	1041	568	548	1116
Arkansas	563	554	1117	14	545	532	1077	559	535	1094
California	497	518	1015	36	494	508	1002	505	492	997
Colorado	534	537	1071	24	533	534	1067	550	537	1087
Connecticut	508	509	1017	34	506	496	1002	516	496	1012
Delaware	502	496	998	44	510	496	1006	514	502	1016
District of Columbia	494	486	980	49	483	567	1050	460	425	885
Florida	498	500	998	44	495	493	988	506	488	994
Georgia	486	486	974	50	478	473	951	472	454	926
Hawaii	488	519	1007	39	480	505	985	476	494	970
Idaho	540	541	1081	22	542	524	1066	564	541	1105
Illinois	568	586	1154	6	542	547	1089	540	532	1072
Indiana	498	501	999	43	486	486	972	492	485	977
Iowa	589	600	1189	2	584	588	1172	590	583	1173
Kansas	574	580	1154	6	566	563	1129	578	567	1145
Kentucky	548	550	1098	18	548	541	1089	549	532	1081
Louisiana	562	558	1120	13	551	537	1088	540	524	1064
Maine	504	500	1004	41	501	490	991	508	495	1003
Maryland	507	509	1016	35	506	502	1008	509	492	1001
Massachusetts	511	513	1024	32	503	498	1001	508	492	1000
Michigan	557	569	1126	11	529	534	1063	536	532	1068
Minnesota	581	594	1175	4	552	558	1110	572	566	1138
Mississippi	562	549	1111	17	552	538	1090	551	527	1078
Missouri	572	577	1149	8	548	541	1089	542	528	1070
Montana	543	546	1089	21	540	542	1082	569	565	1134
Nebraska	560	571	1131	10	559	562	1121	560	556	1116
Nevada	510	517	1027	31	511	511	1022	534	517	1051
New Hampshire	520	519	1039	28	518	510	1028	524	510	1034
New Jersey	498	513	1011	37	495	498	993	497	479	976
New Mexico	549	543	1092	19	554	546	1100	561	544	1105
New York	494	506	1000	42	489	496	985	509	497	1006
North Carolina	492	496	988	48	478	470	948	468	455	923
North Dakota	588	609	1197	1	579	578	1157	585	569	1154
Ohio	533	539	1072	23	526	522	1048	536	526	1062
Oklahoma	563	560	1123	12	553	542	1095	559	546	1105
Oregon	527	527	1054	25	515	509	1024	515	496	1011
Pennsylvania	498	497	995	46	497	490	987	506	494	1000
Rhode Island	505	500	1005	40	498	488	986	503	491	994
South Carolina	484	482	966	51	475	467	942	456	440	896
South Dakota	587	588	1175	4	580	570	1150	593	579	1172
Tennessee	563	553	1116	15	558	544	1102	553	535	1088
Texas	493	500	993	47	490	489	979	503	488	991
Utah	570	569	1139	9	566	555	1121	590	581	1171
Vermont	513	508	1021	33	507	493	1000	512	500	1012
Virginia	509	500	1009	38	501	496	997	508	489	996
Washington	526	528	1054	26	513	511	1024	560	545	1105
West Virginia	526	511	1037	29	520	514	1034	542	528	1070
Wisconsin	584	597	1181	3	552	559	1111	555	558	1113
Wyoming	545	545	1090	20	534	538	1072	573	559	1132

% Graduates Taking SAT in 2000	% change in Composite score 1990-2000	Rank by % change	% change in verbal score 1990-2000	% change in math score 1990-2000
44	2.5%		0.2%	4.9%
9	10.63%	2	8.8%	12.6%
50	-1.05%	40	-3.0%	1.0%
34	-0.45%	51	-6.3%	-4.6%
6	2.10%	20	0.7%	3.6%
49	1.81%	21	-1.6%	5.3%
32	-1.47%	42	-2.9%	0.0%
81	0.49%	32	-1.6%	2.6%
66	-1.77%	43	-2.3%	-1.2%
89	10.73%	1	7.4%	14.4%
55	0.40%	34	-1.6%	2.5%
64	5.18%	10	3.4%	7.0%
53	3.81%	12	2.5%	5.1%
16	-2.17%	44	-4.3%	0.0%
12	7.65%	4	5.2%	10.2%
60	2.25%	19	1.2%	3.3%
5	1.36%	26	-0.2%	2.9%
9	0.79%	31	-0.7%	2.3%
12	1.57%	23	-0.2%	3.4%
8	5.26%	9	4.1%	6.5%
68	0.10%	37	-0.8%	1.0%
65	1.50%	24	-0.4%	3.5%
78	2.40%	18	0.6%	4.3%
11	5.43%	8	3.9%	7.0%
9	3.25%	15	1.6%	4.9%
4	3.06%	16	2.0%	4.2%
8	7.38%	5	5.5%	9.3%
23	-3.97%	49	-4.6%	-3.4%
9	1.34%	27	0.0%	2.7%
34	-2.28%	45	-4.5%	0.0%
72	0.46%	33	-0.8%	1.8%
81	3.59%	14	0.2%	7.1%
12	-1.18%	41	-2.1%	-0.2%
77	-0.60%	39	-2.9%	1.8%
64	7.04%	6	5.1%	9.0%
4	3.73%	13	0.5%	7.0%
26	0.94%	29	-0.6%	2.5%
8	1.63%	22	0.7%	2.6%
54	4.25%	11	2.3%	6.3%
70	-0.50%	38	-1.6%	0.6%
71	1.11%	28	0.4%	1.8%
59	7.81%	3	6.1%	9.5%
4	0.26%	35	-1.0%	1.6%
13	2.57%	17	1.8%	3.4%
52	0.20%	36	-2.0%	2.5%
5	-2.73%	46	-3.4%	-2.1%
70	0.89%	30	0.2%	1.6%
67	1.41%	25	0.6%	2.2%
52	-4.62%	50	-6.1%	-3.1%
19	-3.08%	47	-3.0%	-3.2%
7	6.11%	7	5.2%	7.0%
12	-3.71%	48	-4.9%	-2.5%

TABLE 3.7 SCHOOLS AND STUDENTS PARTICIPATING IN ADVANCED PLACEMENT PROGRAMS AND EXAMS TAKEN

	Percent of state's total schools in AP program			Total AP candidates		
	1988	1998	Change in Percent of Schools in AP	1988	1998	Percent Increase
United States	*35*	*56*	*60%*	*288,134*	*685,981*	*138%*
Alabama	40	38.3	-4%	3,988	5,992	50%
Alaska	14	13.9	-1%	725	1,496	106%
Arizona	46	50.2	9%	2,690	7,266	170%
Arkansas	14	32.2	130%	765	3,333	336%
California	55	72.3	31%	47,939	119,358	149%
Colorado	37	50.7	37%	5,142	10,363	102%
Connecticut	63	87.9	40%	5,666	11,081	96%
Delaware	50	63.3	27%	989	1,999	102%
District of Columbia	44	72.5	65%	1,225	1,799	47%
Florida	50	62.7	25%	19,565	40,706	108%
Georgia	39	60.5	55%	6,339	18,574	193%
Hawaii	56	82.7	48%	1,622	3,096	91%
Idaho	23	49	113%	753	1,985	164%
Illinois	30	52	73%	13,240	26,740	102%
Indiana	26	57	119%	1,994	9,674	385%
Iowa	11	35.6	224%	1,058	3,659	246%
Kansas	11	26	136%	1,153	3,182	176%
Kentucky	33	64.8	96%	3,094	6,806	120%
Louisiana	14	24.4	74%	1,777	3,290	85%
Maine	41	63.1	54%	1,104	3,123	183%
Maryland	62	74.9	21%	7,919	17,748	124%
Massachusetts	54	82.5	53%	10,164	19,669	94%
Michigan	38	56.5	49%	8,505	19,470	129%
Minnesota	20	45.3	127%	2,852	11,893	317%
Mississippi	13	36.4	180%	1,058	2,972	181%
Missouri	13	30.2	132%	2,166	5,447	151%
Montana	14	33.2	137%	399	1,528	283%
Nebraska	13	22.5	73%	891	1,611	81%
Nevada	45	41	-9%	1,052	2,921	178%
New Hampshire	50	75	50%	1,333	3,114	134%
New Jersey	60	87.4	46%	10,070	23,866	137%
New Mexico	17	48.4	185%	1,346	3,072	128%
New York	56	75.2	34%	37,770	70,201	86%
North Carolina	42	67.6	61%	6,375	20,170	216%
North Dakota	2	8.2	310%	135	597	342%
Ohio	42	61	45%	10,396	21,856	110%
Oklahoma	10	33.7	237%	1,346	5,616	317%
Oregon	39	48.7	25%	3,088	4,533	47%
Pennsylvania	40	61.7	54%	11,319	25,004	121%
Rhode Island	58	76.1	31%	1,165	2,071	78%
South Carolina	52	71.4	37%	6,785	10,549	55%
South Dakota	5	21.1	322%	169	1,100	551%
Tennessee	33	53.2	61%	4,901	9,080	85%
Texas	21	60.7	189%	10,478	51,228	389%
Utah	64	69.4	8%	5,831	12,025	106%
Vermont	46	76.8	67%	701	1,700	143%
Virginia	57	71.8	26%	11,252	28,047	149%
Washington	46	58.4	27%	4,551	10,120	122%
West Virginia	27	49.4	83%	927	2,198	137%
Wisconsin	20	64.1	221%	2,147	12,558	485%
Wyoming	19	30.5	61%	215	497	131%

Total AP exams taken		Total SP Exams per Secondary school Enrollment			Ranked by Total AP Exams 1999	Ranked by % change in
1988	1999	1988	1998	% Change		
418,713	*1,122,414*	*0.027*	*0.061*	*123.1%*		
4,961	8,782	0.015	0.027	83.0%	28	38
1,055	2,642	0.023	0.071	206.4%	44	14
3,644	11,325	0.020	0.049	144.7%	24	19
912	5,116	0.005	1,998.000	339.9%	31	5
70,106	203,523	0.051	0.116	126.1%	1	23
7,513	16,040	0.030	0.047	58.4%	20	49
8,206	18,645	0.053	0.114	114.1%	17	27
1,397	3,405	0.032	0.061	89.5%	40	34
1,938	3,233	0.053	0.108	102.9%	42	31
29,315	70,346	0.039	0.067	70.8%	4	43
8,453	29,911	0.021	0.038	80.8%	12	39
2,521	5,056	0.035	0.057	65.3%	33	47
1,050	2,941	0.012	0.022	90.0%	44	33
20,581	46,160	0.036	0.076	113.2%	6	29
2,439	14,488	0.005	0.031	478.4%	22	3
1,271	5,241	0.006	0.020	248.0%	30	11
1,467	4,253	0.010	0.026	162.5%	39	17
4,567	10,293	0.021	0.048	124.7%	25	24
2,458	5,039	0.012	0.020	76.1%	34	41
1,362	4,463	0.021	0.065	201.6%	37	15
12,200	28,962	0.039	0.074	92.1%	14	32
15,165	32,350	0.055	0.120	120.3%	11	25
12,487	29,885	0.022	0.058	163.4%	13	16
3,653	17,870	0.011	0.041	272.9%	18	7
1,327	4,331	0.007	0.022	220.3%	38	13
3,174	8,775	0.013	0.030	140.1%	27	20
460	2,170	0.010	0.037	269.0%	48	8
1,081	2,235	0.010	0.021	118.9%	47	26
1,615	5,080	0.022	0.037	66.9%	32	46
1,818	4,577	0.028	0.064	131.7%	36	21
15,519	40,828	0.040	0.100	148.4%	6	18
1,981	4,683	0.017	0.028	65.0%	35	48
55,868	114,259	0.045	0.085	89.0%	2	35
8,774	34,169	0.026	0.089	244.4%	9	12
150	859	0.004	0.020	369.5%	50	4
14,232	33,272	0.021	0.047	127.8%	10	22
1,849	6,581	0.007	0.025	267.0%	28	9
4,126	6,396	0.025	0.036	43.3%	29	51
16,254	39,224	0.020	0.042	113.6%	8	28
1,610	3,177	0.026	0.047	77.8%	43	40
9,581	16,803	0.052	0.088	69.1%	19	44
188	1,637	0.005	0.037	604.2%	49	1
6,925	14,376	0.028	0.053	85.5%	23	37
15,567	88,485	0.011	0.046	308.0%	3	6
8,957	19,132	0.083	0.121	46.4%	16	50
976	2,506	0.024	0.045	85.8%	46	36
17,937	49,061	0.048	0.101	110.8%	4	30
5,854	14,685	0.017	0.028	67.7%	21	45
1,175	3,305	0.008	0.028	250.4%	41	10
2,748	19,146	0.009	0.065	602.3%	18	2
246	693	0.006	0.010	75.0%	51	42

TABLE 3.7.1 ANNUAL ADVANCED PLACEMENT PROGRAM PARTICIPATION

Year	Schools	Candidates	Exams	Colleges
1955-56	104	1,229	2,199	130
1960-61	1,126	13,283	17,603	617
1965-66	2,518	36,178	50,104	1,076
1970-71	3,342	57,850	74,409	1,382
1975-76	3,937	75,851	98,898	1,580
1980-81	5,253	133,702	178,159	1,955
1985-86	7,201	231,378	319,224	2,125
1990-91	9,786	359,120	535,186	2,587
1995-96	11,712	537,428	843,423	2,895
1996-97	12,022	581,554	921,601	2,872
1997-98	12,488	635,168	1,016,657	2,964
1998-99	12,886	704,298	1,149,515	3,007
Total		7,990,179	5,206,978	

TABLE 3.7.2 HISTORY OF ADVANCED PLACEMENT EXAMS OFFERED

Exam	First year offered
Art History	1972
Biology	1956
Calculus	1969*
Advanced Calculus	1969
Chemistry	1956
Computer Science	1984
Macroeconomics	1989
Microeconomics	1989
English Language	1956
English Literature	1978
Environmental Science	1998
European History	1957
French Language	1956
French Literature	1971
German Language	1980
U.S. Government and Politics	1987
Comparative Government and Politics	1987
Human Geography	2001
International English Language	1997
Latin	1989
Music Theory	1978
Physics	1956
Advanced Physics	1969
Psychology	1992
Spanish Language	1956
Spanish Literature	1977
Statistics	1997
U.S. History	1956
World History	2002

*First begun in 1958 as a Mathematics exam
Note: There have been several changes in the format of the individual AP exams.
For a complete explanation see www.collegeboard.com/ap/techmanv/chap1/courses.htm

TABLE 3.7.3 PERCENTAGE OF ADVANCED PLACEMENT EXAMS TAKEN BY WOMEN

Subject Area	1979	1989	1999
Social Sciences	42%	47%	53%
English	58%	59%	63%
Art & Music	57%	56%	59%
Foreign Language	60%	61%	64%
Mathematics	32%	36%	43%
Sciences	32%	39%	47%
All Subjects	47%	51%	61%

TABLE 3.7.4 PERCENTAGE OF ADVANCED PLACEMENT EXAMS TAKEN BY STUDENTS IN THE UNITED STATES WHO IDENTIFIED THEMSELVES WITH ETHNIC GROUPS

	1979	1989	1999
Black	3%	4%	5%
Mexican-American, Puerto Rican, Hispanic	2%	6%	10%
Asian-American	5%	11%	12%
American Indian, Alaskan Native	*	*	*
Subtotal for Ethnic Minorities	11%	21%	27%
White/Caucasian	88%	78%	70%
Other	1%	1%	3%
Total Respondents	79,604	290,849	640,437

* = Less than 1%.

TABLE 3.8 SAT SCORES, RANKED BY 2000 TOTAL SCORE

	2000 Avg. composite	Rank On Composite	1990 Avg. composite	Rank On Composite	1978 Avg. composite	Rank On Composite
United States	*1019*		*1001*		*1001*	
North Dakota	1197	1	1157	2	1154	4
Iowa	1189	2	1172	1	1173	1
Wisconsin	1181	3	1111	7	1113	11
Minnesota	1175	4	1110	8	1138	6
South Dakota	1175	4	1150	3	1172	2
Illinois	1154	6	1089	13	1072	21
Kansas	1154	6	1129	4	1145	4
Missouri	1149	8	1089	13	1070	22
Utah	1139	9	1121	5	1171	3
Nebraska	1131	10	1121	5	1116	10
Michigan	1126	11	1063	23	1068	24
Oklahoma	1123	12	1095	11	1105	14
Louisiana	1120	13	1088	16	1064	25
Arkansas	1117	14	1077	19	1094	16
Tennessee	1116	15	1102	9	1088	17
Alabama	1114	16	1079	18	1007	34
Mississippi	1111	17	1090	12	1078	20
Kentucky	1098	18	1089	13	1081	19
New Mexico	1092	19	1100	10	1105	13
Wyoming	1090	20	1072	20	1132	8
Montana	1089	21	1082	17	1134	6
Idaho	1081	22	1066	22	1105	12
Ohio	1072	23	1048	25	1062	26
Colorado	1071	24	1067	21	1087	18
Oregon	1054	25	1024	29	1011	33
Washington	1054	26	1024	29	1105	15
Arizona	1044	27	1041	26	1116	9
New Hampshire	1039	28	1028	28	1034	29
West Virginia	1037	29	1034	27	1070	23
Alaska	1034	30	1015	32	1045	28
Nevada	1027	31	1022	31	1051	27
Massachusetts	1024	32	1001	37	1000	38
Vermont	1021	33	1000	38	1012	32
Connecticut	1017	34	1002	35	1012	31
Maryland	1016	35	1008	33	1001	37
California	1015	36	1002	35	997	40
New Jersey	1011	37	993	40	976	46
Virginia	1009	38	997	39	995	41
Hawaii	1007	39	985	45	970	47
Rhode Island	1005	40	986	44	994	43
Maine	1004	41	991	41	1003	36
New York	1000	42	985	45	1006	35
Indiana	999	43	972	48	977	44
Delaware	998	44	1006	34	1016	30
Florida	998	44	988	42	994	42
Pennsylvania	995	46	987	43	1000	39
Texas	993	47	979	47	991	44
North Carolina	988	48	948	50	923	49
District of Columbia	980	49	1050	24	885	51
Georgia	974	50	951	49	926	48
South Carolina	966	51	942	51	896	50

TABLE 3.9 AP EXAMS TAKEN PER SECONDARY SCHOOL ENROLLMENT, RANKED

	Total AP exams per Secondary school enrollment			
	1998	1999	Percent change	Rank
United States	*0.027*	*0.061*	*123.1%*	
SouthDakota	0.005	0.037	604.2%	1
Wisconsin	0.009	0.065	602.3%	2
Indiana	0.005	0.031	478.4%	3
NorthDakota	0.004	0.020	369.5%	4
Arkansas	0.005	0.020	339.9%	5
Texas	0.011	0.046	308.0%	6
Minnesota	0.011	0.041	272.9%	7
Montana	0.010	0.037	269.0%	8
Oklahoma	0.007	0.025	267.0%	9
WestVirginia	0.008	0.028	250.4%	10
Iowa	0.006	0.020	248.0%	11
NorthCarolina	0.026	0.089	244.4%	12
Mississippi	0.007	0.022	220.3%	13
Alaska	0.023	0.071	206.4%	14
Maine	0.021	0.065	201.6%	15
Michigan	0.022	0.058	163.4%	16
Kansas	0.010	0.026	162.5%	17
NewJersey	0.040	0.100	148.4%	18
Arizona	0.020	0.049	144.7%	19
Missouri	0.013	0.030	140.1%	20
NewHampshire	0.028	0.064	131.7%	21
Ohio	0.021	0.047	127.8%	22
California	0.051	0.116	126.1%	23
Kentucky	0.021	0.048	124.7%	24
Massachusetts	0.055	0.120	120.3%	25
Nebraska	0.010	0.021	116.9%	26
Connecticut	0.053	0.114	114.1%	27
Pennsylvania	0.020	0.042	113.6%	28
Illinois	0.036	0.076	113.2%	29
Virginia	0.048	0.101	110.8%	30
District of Columbia	0.053	0.108	102.9%	31
Maryland	0.039	0.074	92.1%	32
Idaho	0.012	0.022	90.0%	33
Delaware	0.032	0.061	89.5%	34
NewYork	0.045	0.085	89.0%	35
Vermont	0.024	0.045	85.8%	36
Tennessee	0.028	0.053	85.5%	37
Alabama	0.015	0.027	83.0%	38
Georgia	0.021	0.038	80.8%	39
RhodeIsland	0.026	0.047	77.8%	40
Louisiana	0.012	0.020	76.1%	41
Wyoming	0.006	0.010	75.0%	42
Florida	0.039	0.067	70.8%	43
SouthCarolina	0.052	0.088	69.1%	44
Washington	0.017	0.028	67.7%	45
Nevada	0.022	0.037	66.9%	46
Hawaii	0.035	0.057	65.3%	47
NewMexico	0.017	0.028	65.0%	48
Colorado	0.030	0.047	58.4%	49
Utah	0.083	0.121	46.4%	50
Oregon	0.025	0.036	43.3%	51

Source:College Board website

TABLE 3.10 HIGH SCHOOL GRADUATES AND DROPOUTS FROM PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY RACE AND ETHNICITY, 1996-97

	High school graduates					
State	Total	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native
United States[2]	*2,336,116*	*1,677,381*	*299,754*	*232,550*	*104,098*	*22,336*
Alabama	35,611	24,107	10,670	118	254	462
Alaska	6,133	4,254	255	145	328	1,151
Arizona	34,082	21,980	1,255	7,873	835	2,139
Arkansas[3]	23,123	19,002	3,513	283	253	72
California	269,071	124,496	20,742	82,015	39,454	2,364
Colorado	34,231	26,997	1,557	4,433	1,006	238
Connecticut	27,009	20,917	3,088	2,131	807	66
Delaware	5,623	3,942	1,377	164	123	17
District of Columbia	2,853	86	2,522	195	50	0
Florida	95,430	59,961	19,324	13,312	2,616	217
Georgia	57,284	36,708	18,497	817	1,189	73
Hawaii	8,895	1,759	136	440	6,559	1
Idaho	15,380	14,271	46	716	206	141
Illinois	110,170	79,672	16,472	9,377	4,380	269
Indiana	57,477	50,901	4,858	1,115	514	89
Iowa	32,735	30,989	613	511	549	73
Kansas[3]	26,648	23,036	1,660	1,110	579	263
Kentucky	36,941	33,168	3,048	150	236	339
Louisiana	36,495	21,088	14,172	434	641	160
Maine	11,827	11,563	57	33	123	51
Maryland	42,856	25,921	13,330	1,300	2,206	99
Massachusetts	49,008	40,434	3,517	3,053	1,938	66
Michigan	87,457	72,165	11,150	1,893	1,426	823
Minnesota	52,378	48,193	1,282	762	1,563	578
Mississippi[3]	12,835	6,341	6,382	77	20	15
Missouri	50,354	43,428	5,706	472	643	105
Montana	10,322	9,394	44	171	77	636
Nebraska	18,601	17,147	610	494	226	124
Nevada	11,299	8,151	883	1,413	679	173
New Hampshire[4]	9,581	—	—	—	—	—
New Jersey[3]	70,028	47,682	10,217	7,693	4,324	112
New Mexico	15,700	7,140	335	6,457	235	1,533
New York	137,176	93,027	20,340	14,772	8,616	421
North Carolina	57,886	39,757	15,807	662	981	679
North Dakota	8,025	7,586	42	42	38	317
Ohio	105,474	92,220	10,647	1,228	1,263	116
Oklahoma	35,948	26,315	2,973	1,113	560	4,987
Oregon	27,720	24,627	464	1,201	1,043	385
Pennsylvania	108,817	93,467	10,793	2,208	2,263	86
Rhode Island	7,840	6,551	416	595	230	48
South Carolina[4]	30,829	—	—	—	—	—
South Dakota	8,890	8,378	48	58	64	342
Tennessee	39,866	31,930	7,184	230	475	47
Texas.	181,794	98,868	22,840	54,131	5,526	429
Utah	29,007	27,282	115	825	578	207
Vermont[4]	6,097	—	—	—	—	—
Virginia	60,587	42,585	13,482	1,685	2,715	120
Washington[3]	51,709	42,085	1,955	2,736	3,963	970
West Virginia	19,502	18,619	690	61	106	26
Wisconsin	55,189	50,187	2,264	1,186	1,072	480
Wyoming	6,324	5,809	42	313	54	106

[1]Alaska, Arizona, Colorado, Idaho, Illinois, Maryland, New Jersey, South Dakota, Tennessee, Virginia, Vermont, and Wisconsin reported data on an alternative July through June cycle, rather than the specified October through September cycle.
[2]U.S. total includes estimates for nonreporting states, based on 1996 12th grade enrollment racial/ethnic distribution reported by state.
[3]Estimates provided by state education agencies after CCD file was closed.
[4]Racial/Ethnic distribution estimated by NCES based on 1996 12th grade enrollment racial/ethnic distribution reported by state.
— Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey; and unpublished data. (This table was prepared January 2000.)

Percent of 9th to 12th graders who dropped out of school

Total	White	Black	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native
—	—	—	—	—	—
5.3	5.2	5.8	9.9	3.4	1.8
4.9	3.8	6.5	6.8	4.0	7.7
10.0	5.7	13.8	16.6	5.0	18.9
5.0	4.7	5.6	9.2	4.2	8.0
—	—	—	—	—	—
6.0	4.4	8.4	12.2	4.5	11.3
3.9	2.8	6.5	9.4	2.4	4.3
4.5	3.7	6.1	7.3	1.0	2.9
—	—	—	—	—	—
—	—	—	—	—	—
8.2	7.2	9.8	11.8	5.0	8.4
—	—	—	—	—	—
7.2	—	—	—	—	—
6.6	4.2	12.6	11.9	3.0	9.6
—	—	—	—	—	—
2.9	2.6	8.0	8.6	2.5	7.8
4.6	3.6	9.9	12.1	3.8	6.5
—	—	—	—	—	—
11.6	9.6	13.9	13.9	11.5	15.6
3.2	3.1	3.3	1.3	3.9	5.7
4.9	3.4	7.9	5.5	1.6	8.2
3.4	2.7	5.5	8.1	2.7	6.0
—	—	—	—	—	—
5.5	4.2	22.0	16.6	8.1	20.9
6.0	5.2	6.8	5.9	3.2	28.0
5.8	4.9	10.8	8.8	3.1	7.6
5.1	4.6	6.5	12.6	4.5	9.6
4.3	3.4	12.5	11.5	4.3	14.6
10.2	8.4	12.7	16.4	8.5	13.1
—	—	—	—	—	—
3.7	—	—	—	—	—
7.5	5.5	9.2	10.4	4.2	8.8
3.4	2.1	5.1	6.1	2.6	4.3
—	—	—	—	—	—
2.7	2.0	4.2	6.7	3.8	10.9
5.2	4.2	10.7	11.5	3.3	9.5
—	—	—	—	—	—
—	—	—	—	—	—
3.9	2.7	9.6	11.6	3.5	5.3
4.7	4.0	8.0	8.2	5.1	8.9
—	—	—	—	—	—
4.5	2.7	11.5	9.2	2.1	18.5
5.1	4.0	8.6	8.2	3.6	3.7
—	—	—	—	—	—
4.5	3.9	10.7	12.0	7.4	11.3
5.0	4.8	7.5	13.9	7.4	9.3
4.6	3.8	6.6	8.8	3.4	5.4
—	—	—	—	—	—
4.1	4.0	5.0	0.5	4.2	5.7
2.7	1.6	13.1	8.6	2.7	5.2
6.2	5.6	9.6	11.1	3.3	17.5

Chapter 4: Measures of Correlation between Inputs and Outputs

The information in the previous three chapters is insightful and interesting, but alone does not tell the full story of the state of primary and secondary education in America today. An examination of the association between specific indicators of educational achievement, or output (as measured by such indicators as average SAT scores, average ACT scores, and average NAEP test scores) and specific indicators of educational investments, or inputs (such as expenditures per pupil, average teacher salaries, and average class sizes) remains. More important, yet, is to understand if any specific educational inputs or combination of inputs lead to greater overall student achievement.

This chapter investigates the connection between educational inputs and outputs using three different tools of statistical analysis. First, measures of inputs and outputs are placed side-by-side on four different tables. Looking at these tables gives an idea of possible correlations between educational inputs and outputs. For example, if a state spends a relatively large amount of money per pupil and has a relatively high average SAT score, then it may be the case that spending large amounts of money leads to higher SAT scores. Tables, however, are not very specific, as it is difficult to look at possible relationships between states. And even if a relationship between spending per pupil and SAT scores exists in one state, for example, it may not exist in another. Furthermore, the current relationship between these factors may be merely coincidental. Tables are helpful, however, in understanding very basic relationships.

Additionally, this chapter contains 23 diagrams that compare the relationships between individual inputs and individual outputs in many states. These diagrams are graphical representations of the information contained in the tables. As such, these diagrams are an easy way to visually determine if a relationship between individual inputs and individual outputs exists in more than one state. If such a relationship exists in many states—rather than in only one state—there is a greater likelihood that the relationship is genuine and not a coincidence. The diagrams do present one weakness: it is impossible for them to show a relationship between any more than one educational input and student achievement. Thus, these diagrams do not show if large per pupil expenditures and small class size are both necessary inputs to produce higher average SAT scores. The diagrams only show if one or the other may be important.

Finally, this chapter contains the results of two standard regression tests. These tests account for the possibility that several educational inputs are important to student achievement. Specifically, these tests are able to combine the effect of several inputs and determine whether, collectively, they lead to greater levels of educational output. These statistical tests have the additional benefit of predicting whether individual inputs have an effect on student achievement, even if all other factors are the same. For example, these tests can predict whether the combination of large per pupil expenditures, high teacher salaries, *and* small class size leads to higher SAT scores. Moreover, the same tests can determine whether any one of these inputs (holding the others constant) leads to greater achievement on the SAT test.

While no statistical analysis is ever 100 percent accurate, using all three of these statistical tools together gives legislators the best foundation for making decisions about education policy.

Tables

Table 4.1 contains average test results for each state on the most recent SAT, ACT and NAEP 8th grade math exam, and three measures of public education infrastructure and staffing: schools per district, students per school, and pupils per teacher. In addition, each state is ranked for each category. There is no immediately evident correlation between staffing and infrastruc-

ture inputs and educational outputs. Specifically, states performing exceptionally well on standardized tests such as Massachusetts, Minnesota, and Oregon (all of which were in the top ten as measured by all three standardized tests) do not have an extraordinarily high number of teachers per pupil or infrastructure per pupil (none of these states ranked higher than tenth as measured by schools per district, students per school or pupils per teacher).

Table 4.2 contains average test results for each state on the most recent SAT, ACT, and NAEP 8th grade math exam, and three measures of public education finances: percent of total funds received from the federal government, per pupil expenditures, and average teacher salaries. Each state is ranked for each category. Again, there does not appear to be any immediate correlation between a state's expenditures per pupil, funds from the federal government, or teacher salaries and educational performance. Washington, Iowa, and Wisconsin rank below the top ten in each of these measures, and yet have achieved the highest average test scores in the nation. Meanwhile, several states including the District of Columbia spend a relatively high amount of resources as measured per pupil and receive significant support from the federal government yet do not demonstrate high levels of student achievement.

Table 4.4 contains information on the changing education performance in each state over the past two decades. Specifically, the table lists the percentage change in average SAT scores between 1980 and 1999.[8] Changes in several educational inputs are also included: per pupil expenditures, average instructional staff salaries, schools per district, students per school, and pupils per teacher. This table contains the same information as in Tables 4.1 and 4.2, but presented as changes over time.

Missouri, Illinois, and Alabama have experienced significant increases in average SAT scores since 1980. Yet, none of these three states make an "improvement" in measured educational inputs significant enough to place it in the top ten nationwide.

Thus, there appears to be no connection between changes in SAT scores over the past two decades and increases or decreases in educational inputs such as expenditures per pupil.

Diagrams

The series of diagrams in Figures 4.1 through 4.23 highlight the relationships between individual educational inputs and individual educational outputs. For example, Figure 4.4 shows the relationship between average SAT scores and the average number of students per school. Each dot on Figure 4.4 represents a single state. That state's average number of students per school is measured along the vertical axis, and the state's average SAT score is measured along the horizontal axis. Therefore, if a state's dot is located in the upper left corner of the diagram, the state has a large number of students per school, but a low average SAT score. Likewise, a state's dot located in the lower right corner of the diagram indicates that the state has a low number of students per school, but a high average SAT score.

The bold line drawn through each diagram is known as a trend line. This line is a visual representation of the general relationship between the indicators being displayed. For example, the trend line in Figure 4.4 slopes down. This means that, in general, as the number of students per school decreases the average SAT score increases.[9]

It is possible to draw several conclusions from the diagrams in Figures 4.1 through 4.23.

Figures 4.1, 4.2, and 4.3 display the relationships between each state's average pupil- to-teacher ratio and average standardized test scores. Diagrams 4.1 and 4.2 show a slightly positive relationship between the pupil-to-teacher ratio and both SAT and ACT test scores. This indicates that a higher pupil-to-teacher ratio is associated with higher standardized test scores. The trend line in Figure 4.3 slopes ever so slightly downward. This indicates that there

is a very slight association between fewer pupils per teacher and higher NAEP 8th grade reading test scores. These mixed results may come as a surprise to those who hold the belief that a low pupil-to-teacher ratio is associated with greater student achievement.

The trend lines in Figures 4.4, 4.5, and 4.6 all slope from the top left of the diagrams to the bottom right. This indicates that fewer students per school may be associated with higher standardized test scores.

Figures 4.7, 4.8, and 4.9 show the relationship between the number of schools per school district and average SAT, ACT and NAEP test scores respectively. In all three cases, the trend line slopes down, which indicates that fewer schools per school district may be associated with greater educational achievement.[10]

Figures 4.10, 4.11 and 4.12 show the relationship between expenditures per pupil and standardized test scores. Taken together, these three scatter plots indicate that there may be a very slight relationship between higher expenditures per pupil and academic achievement.

Figures 4.13, 4.14, and 4.15 show the relationship between a state's average instructional staff salary and SAT, ACT, and NAEP test scores. All three trend lines slope up and to the right, indicating that higher teacher salaries is associated with higher SAT, ACT and NAEP test results.

Figures 4.16, 4.17, and 4.18 show the relationships between the percent of total funding a state receives from the federal government and standardized test scores. The trend lines in all three figures indicate that states receiving a relatively larger amount of federal aid also have relatively low average SAT, ACT and NAEP test scores. Taken together, these diagrams indicate that if a relationship does indeed exist between federal funding and educational achievement, it is most likely negative.

Figures 4.19 through 4.23 show the relationships between the percentage change in SAT scores from 1978-1998, and the percentage changes in per pupil expenditures, average teacher salaries, teacher salaries as a percentage of total expenditures, schools per district, students per school, and pupil-to-teacher ratios. Figures 4.19, 4.20, and 4.21, however, (those that highlight changes in schools per district, students per school, and pupil-to-teacher ratios) all show an apparent relationship between a positive change in average SAT scores and a decrease in the pupil-to-teacher ration, a decrease in students per school, and a decrease in schools per district. Figures 4.22 and 4.23 (those that highlight changes in expenditures per pupil and average instructional staff salaries) indicate a slight relationship between positive changes in SAT scores and increased spending per pupil and increased instructional staff salaries. As the statistical tests discussed below demonstrate, however, these relationships do not hold after adjusting for the large variation between states.

Statistical Tests[11]

The statistical tests used in this study are able to account for the possible fact that several educational inputs *together* are important to student achievement. These tests have the additional benefit of predicting whether individual inputs have an effect on student achievement, even if all other factors are the same. For example, these tests can predict whether the combination of large expenditures per pupil, high teacher salaries, ***and*** small class size leads to higher SAT scores. The same test can determine whether any one of these inputs (holding the others constant) leads to greater achievement on the SAT test.

The first conclusion of these tests is that differences in educational inputs measured in this study (students per school, schools per district, student to teacher ratios, per pupil expenditures, teacher salaries, and funds received from the federal government) taken together do not explain

differences in student achievement. In other words, more schools, more school districts, a low pupil-to-teacher ratio, high expenditures per students, high teacher salaries, federal involvement in primary and secondary education together do not improve student performance as measured by average standardized test scores.

The second general conclusion of these tests is that very few of the educational inputs measured in this study, taken individually and holding all the others constant, have an impact on student performance levels. Specifically, the number of schools per district, the level of per pupil expenditures, and teacher salaries have no impact on student achievement. The tests do demonstrate a weak relationship between student performance and students per school, federal funding, and pupil to teacher ratios. The results of the tests, however, in regard to federal funding and pupil to teacher ratios, are counter-intuitive. Specifically, the tests indicate that higher student achievement is weakly associated with more pupils per teacher and less federal involvement in primary and secondary education.[12] Only the positive relationship between fewer students per school and greater academic achievement follows the conventional wisdom.

Moreover, all of these findings are diminished because the statistical tests used in this study show that there is no relationship between changes in SAT scores over the past two decades and changes in students per school, changes in pupil-to-teacher ratios, or changes in federal involvement, after taking into account the large variations between states.

Clearly, these tests demonstrate that the conventional wisdom that primary and secondary education in the United States can be improved by spending more money, creating more school districts, increasing teacher salaries, and spending more resources per pupil is ineffective. Moreover, it is clear that states cannot improve student performance over time simply by tweaking pupil-to-teacher ratios, building more schools, or adjusting the level of federal assistance they receive. The natural conclusion of these statistical tests (indeed of the complete analysis of this chapter) is that factors other than those measured in this study are the key determinants to high levels of academic achievement.

It is clear that states cannot improve student performance over time simply by tweaking pupil-to-teacher ratios, building more schools, or adjusting the level of federal assistance they receive.

TABLE 4.1 EDUCATIONAL ACHIEVEMENT AND ENROLLMENT/STAFFING INPUTS

	NAEP 8th Grade Math 1996		2000 SAT composite data			2001 ACT composite data		
	Score	Rank	test score	Rank	% of Grade Taking SAT	test score	rank	% of Grade taking exam
United States	*271*		*1019*		*44*	*21*	*38*	
Alabama	257	38	1114	16	9	20.2	68	41
Alaska	278	10	1034	30	50	21.3	36	29
Arizona	268	25	1044	27	34	21.5	27	17
Arkansas	262	33	1117	14	6	20.3	73	39
California	263	31	1015	36	49	21.4	12	23
Colorado	276	14	1071	24	32	21.5	64	17
Connecticut	280	8	1017	34	81	21.3	4	29
Delaware	267	27	998	44	66	20.6	3	36
District of Columbia	233	41	980	49	89	17.8	18	51
Florida	264	30	998	44	55	20.6	40	36
Georgia	262	33	974	50	64	19.9	18	46
Hawaii	262	33	1007	39	53	21.6	20	13
Idaho	*	*	1081	22	16	21.4	61	23
Illinois	*	*	1154	6	12	21.5	72	17
Indiana	276	14	999	43	60	21.4	20	23
Iowa	284	1	1189	2	5	22	69	7
Kansas	*	*	1154	6	9	21.6	77	13
Kentucky	267	27	1098	18	12	20.1	71	43
Louisiana	252	39	1120	13	8	19.6	80	47
Maine	284	1	1004	41	68	21.9	5	9
Maryland	270	20	1016	35	65	20.7	10	34
Massachusetts	278	10	1024	32	78	21.9	7	9
Michigan	277	12	1126	11	11	21.3	71	29
Minnesota	284	1	1175	4	9	22	66	7
Mississippi	250	40	1111	17	4	18.7	84	50
Missouri	273	19	1149	8	8	21.6	69	13
Montana	283	5	1089	21	23	21.8	58	11
Nebraska	283	5	1131	10	9	21.7	74	12
Nevada	*	*	1027	31	34	21.5	40	17
New Hampshire	*	*	1039	28	72	22.5	6	2
New Jersey	*	*	1011	37	81	20.7	4	34
New Mexico	262	33	1092	19	12	20.1	66	43
New York	270	20	1000	42	77	22.2	14	4
North Carolina	268	25	988	48	64	19.5	13	48
North Dakota	284	1	1197	1	4	21.4	60	23
Ohio	*	*	1072	23	26	21.4	61	23
Oklahoma	*	*	1123	12	8	20.8	71	33
Oregon	276	14	1054	25	54	22.7	12	1
Pennsylvania	*	*	995	46	70	21.4	8	23
Rhode Island	269	24	1005	40	71	21.1	4	32
South Carolina	261	37	966	51	59	19.3	23	49
South Dakota	*	*	1175	4	4	21.5	72	17
Tennessee	263	31	1116	15	13	20	78	45
Texas	270	20	993	47	52	20.3	32	39
Utah	277	12	1139	9	5	21.5	66	17
Vermont	279	9	1021	33	70	22.2	9	4
Virginia	270	20	1009	38	67	20.5	9	38
Washington	276	14	1054	26	52	22.4	18	3
West Virginia	265	29	1037	29	19	20.2	60	41
Wisconsin	283	5	1161	3	7	22.2	69	4
Wyoming	275	18	1090	20	12	21.6	68	13

* Note: States did not participate

Schools per district 1998-99		Students per school 1998-99		Pupils per teacher 1998-99	
#	Rank	#	Rank	#	Rank
6.1		*525*		*16.6*	
10.51	39	550	35	16	28
9.38	36	272	7	17.6	41
5.98	21	614	41	19	48
3.56	8	414	17	16.2	30
8.08	31	732	48	22.4	51
8.70	34	457	24	18.4	44
5.64	19	531	33	13.9	4
9.63	37	434	19	16	28
184.00	50	615	42	14.5	13
41.81	48	833	51	18	42
9.99	38	779	50	15.8	25
249.00	51	753	49	17	38
5.62	18	389	13	18.3	43
4.65	12	481	27	16.5	33
6.61	27	512	31	17.1	39
4.14	10	324	10	15	17
4.82	14	321	9	14.7	16
7.99	30	454	23	16.4	31
22.38	46	518	32	15.7	23
3.13	5	293	8	14	5
53.58	49	654	45	17.1	39
5.24	17	511	30	14.6	15
5.14	16	440	20	18.6	46
6.12	22	405	16	15.8	25
6.63	28	499	29	16.8	36
4.36	11	391	14	14.4	9
1.96	2	179	2	15.7	23
2.34	3	208	4	14.4	9
26.00	47	704	47	18.7	47
3.14	6	397	15	15.3	19
3.84	9	544	34	13.3	3
8.22	32	449	22	16.5	33
5.92	20	680	46	14.1	6
17.14	44	621	43	15.8	25
2.66	4	188	3	14.4	9
6.34	24	475	26	16.5	33
3.17	7	344	12	15.5	20
6.20	23	444	21	18.5	45
6.36	25	572	36	16.4	31
8.78	35	486	28	13	1
12.36	41	602	40	15.5	20
4.81	13	158	1	14.5	13
11.26	40	577	37	16.9	37
6.60	26	578	38	15.2	18
18.55	45	643	44	22.1	50
1.29	1	270	6	13.2	2
13.93	42	593	39	14.1	6
7.36	29	459	25	20.2	49
15.80	43	341	11	14.4	9
4.92	15	420	18	15.5	20
8.56	33	230	5	14.2	8

TABLE 4.2 EDUCATIONAL ACHIEVEMENT AND FINANCIAL INPUTS

	NAEP 8th Grade Math 1996		2000 SAT composite data			1998 ACT composite data		
	Score	Rank	test score	Rank	% of Grads Taking SAT	Test Score	% of Grads Taking ACT	Rank
United States	*271*		*1019*		*44*	*21*	*38*	
Alabama	257	1	1114	16	9	20.2	68	41
Alaska	278	31	1034	30	50	21.3	36	29
Arizona	268	16	1044	27	34	21.5	27	17
Arkansas	262	17	1117	14	6	20.3	73	39
California	263	10	1015	36	49	21.4	12	23
Colorado	276	11	1071	24	32	21.5	64	17
Connecticut	280	12	1017	34	81	21.3	4	29
Delaware	267	13	998	44	66	20.6	3	36
District of Columbia	233	1	980	49	89	17.8	18	51
Florida	264	12	998	44	55	20.6	40	36
Georgia	262	6	974	50	64	19.9	18	46
Hawaii	262	6	1007	39	53	21.6	20	13
Idaho	*		1081	22	16	21.4	61	23
Illinois	*		1154	6	12	21.5	72	17
Indiana	276	25	999	43	60	21.4	20	23
Iowa	284	38	1189	2	5	22	69	7
Kansas	*		1154	6	9	21.6	77	13
Kentucky	267	14	1098	18	12	20.1	71	43
Louisiana	252	15	1120	13	8	19.6	80	47
Maine	284	38	1004	41	68	21.9	5	9
Maryland	270	39	1016	35	65	20.7	10	34
Massachusetts	278	31	1024	32	76	21.9	7	9
Michigan	277	29	1126	11	11	21.3	71	29
Minnesota	284	38	1175	4	9	22	66	7
Mississippi	250	39	1111	17	4	18.7	84	50
Missouri	273	23	1149	8	8	21.6	69	13
Montana	283	24	1089	21	23	21.8	58	11
Nebraska	283	35	1131	10	9	21.7	74	12
Nevada	*		1027	31	34	21.5	40	17
New Hampshire	*		1039	28	72	22.5	6	2
New Jersey	*		1011	37	81	20.7	4	34
New Mexico	262	6	1092	19	12	20.1	66	43
New York	270	19	1000	42	77	22.2	14	4
North Carolina	268	16	988	48	64	19.5	13	48
North Dakota	284	38	1197	1	4	21.4	80	23
Ohio	*		1072	23	26	21.4	61	23
Oklahoma	*		1123	12	8	20.8	71	33
Oregon	276	25	1054	25	54	22.7	12	1
Pennsylvania	*		995	46	70	21.4	8	23
Rhode Island	269	18	1005	40	71	21.1	4	32
South Carolina	261	19	966	51	59	19.3	23	49
South Dakota	*		1175	4	4	21.5	72	17
Tennessee	263	10	1116	15	13	20	78	45
Texas	270	19	993	47	52	20.3	32	39
Utah	277	29	1139	9	5	21.5	69	17
Vermont	279	33	1021	33	70	22.2	9	4
Virginia	270	19	1009	38	67	20.5	9	38
Washington	276	25	1054	26	52	22.4	18	3
West Virginia	265	26	1037	29	19	20.2	60	41
Wisconsin	283	35	1181	3	7	22.2	69	4
Wyoming	275	36	1090	20	12	21.6	68	13

* Note: States did not participate

BEST COPY AVAILABLE

% of funds from federal sources 1998		Per-Pupil Expenditures 1998		Average Instructional Staff Salary 1998	
%	Rank	$	Rank	$	Rank
6.9%		*$6,251*		*$42,459*	
9.1%	10	$4,584	49	$36,740	34
12.6%	4	$8,842	4	$48,085	8
7.6%	21	$4,598	47	$45,785	11
8.1%	16	$5,321	38	$32,879	46
8.9%	12	$5,300	40	$46,593	10
5.4%	38	$5,284	41	$39,421	26
4.3%	48	$9,184	2	$53,429	3
15.2%	1	$7,065	12	$44,916	13
7.3%	22	$8,055	5	$42,974	17
7.6%	20	$5,583	35	$37,048	32
6.6%	26	$5,868	29	$41,591	20
8.5%	14	$6,229	21	$41,547	21
6.9%	23	$5,049	45	$35,643	40
6.6%	29	$5,843	30	$47,312	9
4.5%	44	$6,643	18	$42,501	18
4.0%	49	$5,725	32	$36,209	38
5.9%	34	$5,885	28	$39,690	25
8.9%	13	$5,933	27	$37,251	30
11.4%	6	$5,303	39	$33,943	44
6.3%	30	$7,110	11	$36,125	39
5.1%	41	$7,059	13	$44,873	14
5.1%	40	$7,306	8	$56,829	1
6.6%	27	$7,488	7	$48,207	7
4.5%	45	$6,946	14	$40,707	23
13.8%	2	$4,377	50	$30,743	48
6.1%	33	$5,212	42	$36,512	36
10.2%	8	$5,953	26	$30,034	49
4.9%	42	$5,645	34	$36,571	35
4.4%	46	$5,440	36	$41,007	22
3.7%	50	$6,302	20	$45,187	12
3.2%	51	$9,703	1	$54,342	2
13.2%	3	$4,886	46	$33,714	45
6.3%	31	$8,860	3	$50,300	5
7.6%	19	$5,773	31	$37,279	29
11.6%	5	$4,597	48	$29,215	51
5.8%	35	$6,223	22	$41,986	19
8.9%	11	$5,332	37	$32,783	47
6.7%	24	$6,640	19	$43,142	16
5.5%	37	$7,152	10	$49,566	6
5.6%	36	$7,607	6	$51,689	4
8.1%	17	$5,718	33	$36,217	37
9.8%	9	$5,066	44	$29,307	50
8.0%	18	$5,165	43	$37,491	28
8.4%	15	$5,970	25	$36,999	33
6.6%	28	$3,807	51	$33,982	43
4.9%	43	$6,775	17	$37,081	31
5.3%	39	$6,044	24	$38,265	27
6.7%	25	$6,211	23	$40,596	24
10.8%	7	$6,887	15	$35,451	41
4.4%	47	$7,264	9	$43,507	15
6.2%	32	$6,810	16	$34,683	42

BEST COPY AVAILABLE

TABLE 4.3 STATE-BY-STATE RANKINGS ON EDUCATIONAL INPUTS AND OUTPUTS

	1998 NAEP	2000 SAT Total score	2000 ACT composite score	Schools per district
Alabama	38	20		39
Alaska	10		5	36
Arizona	25		3	21
Arkansas	33	19		8
California	31		10	31
Colorado	14	9		34
Connecticut	8		8	19
Delaware	27		18	37
District of Columbia	41		23	50
Florida	30		18	48
Georgia	34		24	38
Hawaii	35		13	51
Idaho	*	14		18
Illinois	*	9		12
Indiana	15		17	27
Iowa	1	2		10
Kansas	*	6		14
Kentucky	28	22		30
Louisiana	39	25		46
Maine	2		15	5
Maryland	20		9	49
Massachusetts	11		6	17
Michigan	12	17		16
Minnesota	3	3		22
Mississippi	40	26		28
Missouri	19	6		11
Montana	5	4		2
Nebraska	6	5		3
Nevada	*	9		47
New Hampshire	*		4	6
New Jersey	*		11	9
New Mexico	36	22		32
New York	21		16	20
North Carolina	26		22	44
North Dakota	4	14		4
Ohio	*	14		24
Oklahoma	*	18		7
Oregon	16		1	23
Pennsylvania	*		20	25
Rhode Island	24		14	35
South Carolina	37		25	41
South Dakota	*	9		13
Tennessee	32	24		40
Texas	22		21	26
Utah	13	9		45
Vermont	9		7	1
Virginia	23		12	42
Washington	17		1	29
West Virginia	29	20		43
Wisconsin	7	1		15
Wyoming	18	6		33

* Note: States did not participate

Students per school	Pupil-per teacher ratio, 1998-99	Percent of funds from Federal sources	Per pupil expenditures,1998-99	Avg. instructional staff salary, 1998-99
28	28	10	49	34
9	41	4	4	8
48	48	21	47	11
15	30	16	38	46
51	51	12	40	10
18	44	38	41	26
40	4	48	2	3
23	28	1	12	13
33	13	22	5	17
50	42	20	35	32
42	25	26	29	20
45	38	14	21	21
10	43	23	45	40
34	33	29	30	9
22	39	44	18	18
7	17	49	32	38
13	16	34	28	25
30	31	13	27	30
35	23	6	39	44
11	5	30	11	39
36	39	41	13	14
37	15	40	8	1
29	46	27	7	7
12	25	45	14	23
31	36	2	50	48
20	9	33	42	36
4	23	8	26	49
2	9	42	34	35
43	47	46	36	22
19	19	50	20	12
41	3	51	1	2
16	33	3	46	45
38	6	31	3	5
49	25	19	31	29
5	9	5	48	51
27	33	35	22	19
8	20	11	37	47
25	45	24	19	16
26	31	37	10	6
21	1	36	6	4
46	20	17	33	37
1	13	9	44	50
44	37	18	43	28
32	18	15	25	33
47	50	28	51	43
6	2	43	17	31
39	6	39	24	27
17	49	25	23	24
14	9	7	15	41
24	20	47	9	15
3	8	32	16	42

TABLE 4.4 TREND RELATIONSHIPS

	SAT score changes 1990-2000	Rank	Per pupil expenditures, 1978-98	Rank	Average teacher salary 1979-99 (constant)	Rank
United States	*2.5%*		*22.88%*		*8.76%*	
New York	-0.6%	39	29.05%	19	6.01%	29
West Virginia	-3.1%	47	61.01%	3	7.23%	27
South Carolina	7.8%	3	46.26%	10	14.57%	15
North Carolina	7.0%	6	44.74%	11	7.92%	26
Rhode Island	1.1%	28	37.46%	15	18.05%	9
Virginia	1.4%	25	39.76%	14	11.72%	16
District of Columbia	10.7%	1	26.16%	21	na	na
Georgia	5.2%	10	53.91%	6	23.86%	6
Kentucky	1.6%	23	58.18%	4	9.36%	24
New Jersey	3.6%	14	53.41%	7	26.93%	4
Missouri	7.4%	5	24.93%	25	10.73%	22
New Hampshire	0.5%	33	47.80%	9	48.15%	1
Hawaii	3.8%	12	21.18%	29	-11.95%	47
Tennessee	2.6%	17	33.92%	17	15.94%	10
Massachusetts	2.4%	18	23.55%	27	32.58%	3
Louisiana	5.3%	9	31.57%	18	2.44%	35
Ohio	0.9%	29	42.58%	13	-10.86%	45
Nevada	-2.3%	45	12.04%	39	2.41%	36
Maine	0.1%	37	81.67%	1	14.79%	14
Arkansas	2.1%	20	52.12%	8	14.88%	13
New Mexico	-1.2%	41	8.82%	42	-19.34%	50
Texas	0.2%	36	27.40%	22	9.48%	23
Indiana	2.3%	19	55.81%	5	15.44%	12
Wisconsin	6.1%	7	34.33%	16	11.56%	17
Connecticut	0.5%	32	80.40%	2	34.08%	2
Vermont	0.9%	30	42.84%	12	20.29%	8
Oklahoma	1.6%	22	17.57%	36	2.79%	33
Florida	0.4%	34	28.78%	20	1.57%	38
Michigan	5.4%	8	20.42%	32	3.48%	30
Alabama	10.6%	2	14.60%	38	11.14%	21
Nebraska	1.3%	27	9.69%	41	11.56%	17
South Dakota	0.3%	35	26.56%	23	-2.85%	41
Delaware	-1.8%	43	21.11%	30	15.50%	11
Minnesota	3.3%	15	19.42%	33	0.63%	39
North Dakota	3.7%	13	-3.67%	47	-5.33%	42
Mississippi	3.1%	16	15.81%	37	6.52%	28
Wyoming	-3.7%	48	6.37%	44	-7.13%	44
Iowa	1.4%	26	7.68%	43	-0.72%	40
Idaho	-2.2%	44	24.20%	26	9.00%	25
Pennsylvania	-0.5%	38	23.22%	28	23.92%	5
Illinois	7.6%	4	11.20%	40	11.48%	19
Utah	-2.7%	46	-19.46%	51	-6.94%	43
Maryland	1.5%	24	25.20%	24	3.14%	32
Kansas	0.8%	31	20.97%	31	20.30%	7
Washington	-4.6%	50	3.76%	45	-11.72%	46
Montana	-4.0%	49	18.32%	35	-14.34%	49
Arizona	-6.5%	51	-4.43%	48	3.18%	31
Oregon	4.3%	11	18.74%	34	11.33%	20
Colorado	-1.5%	42	-8.28%	49	1.73%	37
Alaska	-1.1%	40	-13.05%	50	-13.30%	48
California	1.8%	21	-1.41%	46	2.56%	34

BEST COPY AVAILABLE

Students per district 1979-99	Rank	Schools per district, 1979-99	Rank	Pupils per teacher, 1979-99	Rank
19.40%		*-10.81%*		*-14.4%*	
-5.91%	42	-0.22%	18	-26.1%	1
-25.06%	49	42.12%	1	-26.0%	2
9.57%	23	-0.13%	17	-25.5%	3
32.76%	14	-19.27%	40	-24.8%	4
6.31%	30	-4.59%	23	-24.4%	5
8.87%	26	-9.64%	29	-24.2%	6
-0.68%	37	0.00%	16	-24.1%	7
33.87%	13	-5.96%	26	-22.9%	8
-5.20%	40	-2.69%	22	-22.3%	9
-5.34%	41	4.13%	12	-22.2%	10
5.16%	32	-7.14%	27	-21.7%	11
21.45%	19	-9.80%	30	-21.1%	12
9.74%	22	-10.84%	31	-20.9%	13
9.42%	24	-1.76%	21	-20.3%	14
-1.41%	38	12.95%	7	-20.2%	15
-6.33%	43	-1.42%	20	-19.9%	16
-11.81%	47	5.99%	10	-19.5%	17
112.65%	1	-42.53%	51	-19.4%	18
6.98%	28	-14.21%	34	-19.1%	19
23.23%	18	-12.82%	32	-18.2%	20
16.40%	20	-16.83%	38	-17.9%	21
44.35%	8	-25.33%	41	-17.8%	22
-7.30%	45	3.38%	13	-17.4%	23
-0.54%	36	7.00%	9	-16.7%	24
-16.68%	48	17.93%	5	-16.3%	25
-7.02%	44	14.43%	6	-15.4%	26
15.07%	21	-5.93%	25	-15.3%	27
54.15%	5	-29.95%	45	-14.7%	28
-31.62%	50	32.84%	2	-14.7%	29
-3.61%	39	-0.48%	19	-14.4%	30
82.17%	3	-32.04%	47	-14.3%	31
6.89%	29	-16.08%	37	-14.2%	32
-39.76%	51	21.99%	4	-13.5%	33
34.84%	12	-35.97%	48	-13.2%	34
38.62%	11	-14.00%	33	-12.7%	35
2.43%	34	5.96%	11	-12.5%	36
2.18%	35	-8.24%	28	-12.3%	37
5.37%	31	0.76%	15	-11.8%	38
23.72%	17	-14.69%	35	-11.6%	39
-10.54%	46	27.27%	3	-11.4%	40
7.81%	27	-5.76%	24	-11.3%	41
46.78%	6	-26.01%	43	-10.2%	42
3.92%	33	3.11%	14	-10.0%	43
9.42%	24	10.86%	8	-9.3%	44
31.26%	15	-25.66%	42	-8.2%	45
25.02%	16	-29.98%	46	-7.6%	46
62.88%	4	-36.54%	49	-4.5%	47
92.90%	2	-37.27%	50	-3.6%	48
44.44%	8	-29.04%	44	-2.6%	49
43.58%	10	-18.45%	39	-1.7%	50
46.04%	7	-15.75%	36	10.9%	51

FIGURE 4.1 SAT SCORES AND PUPILS PER TEACHER

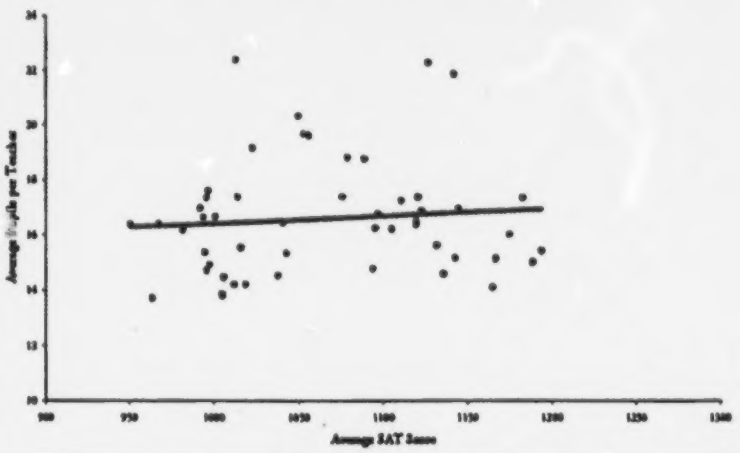


FIGURE 4.2 NAEP SCORES AND PUPILS PER TEACHER

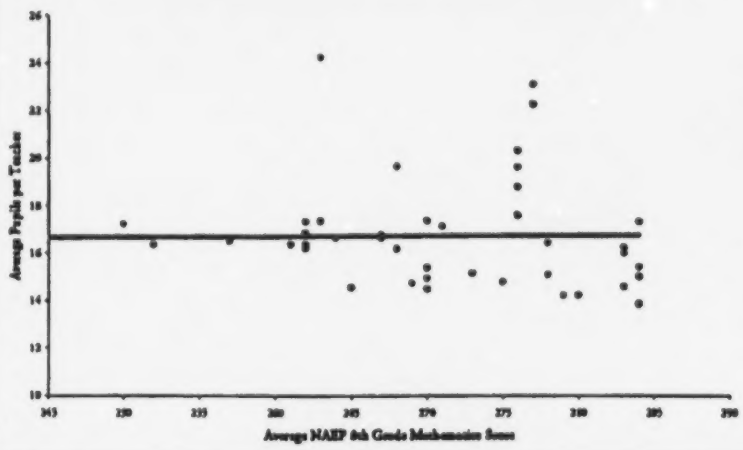


FIGURE 4.3 ACT SCORES AND PUPILS PER TEACHER

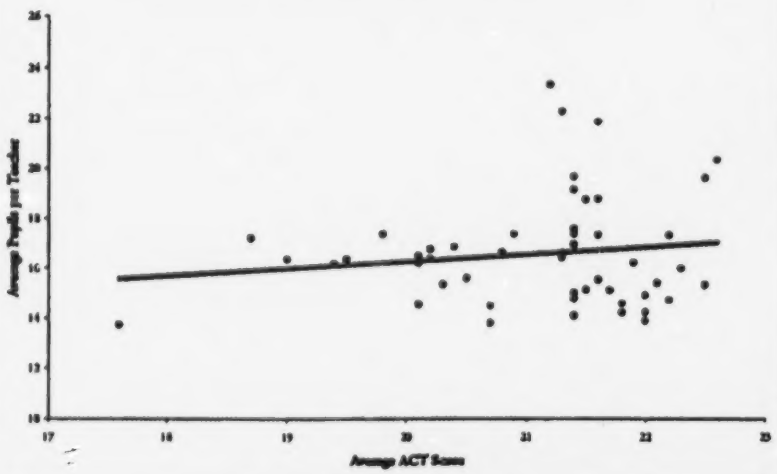


FIGURE 4.4 SAT SCORES AND STUDENTS PER SCHOOL

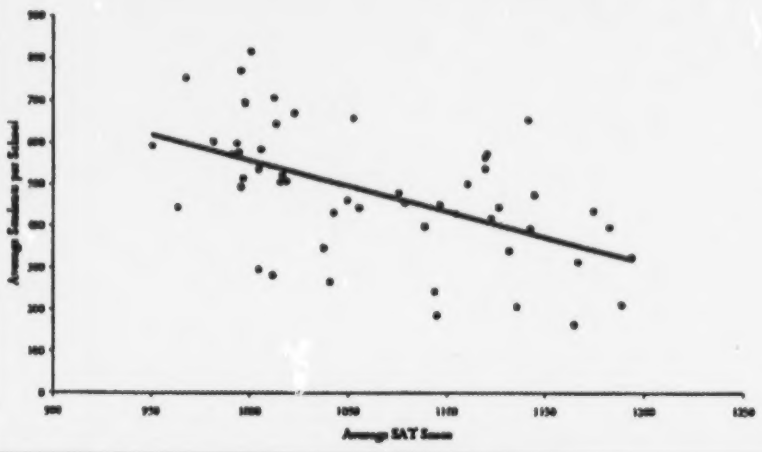


FIGURE 4.5 NAEP SCORES AND STUDENTS PER SCHOOL

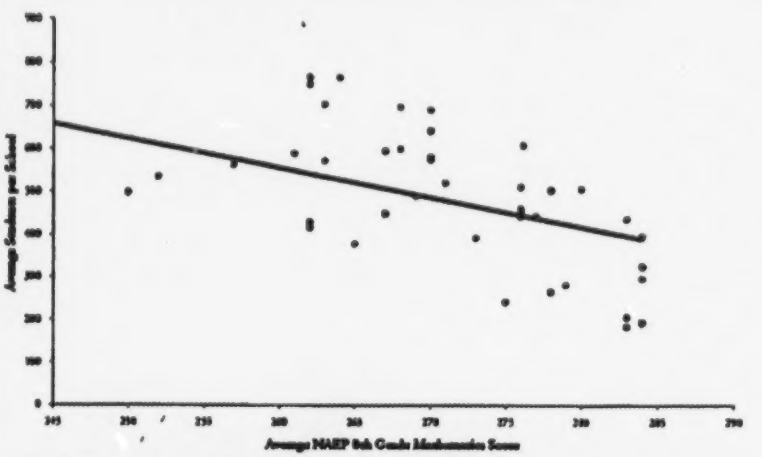


FIGURE 4.6 ACT SCORES AND STUDENTS PER SCHOOL

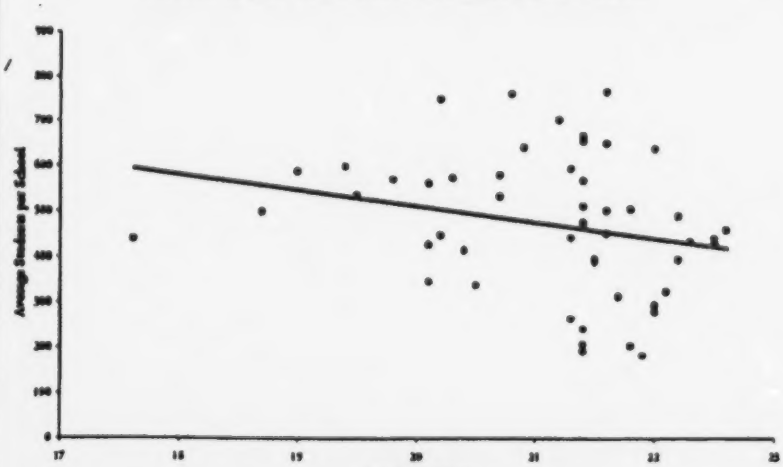


FIGURE 4.7 SAT SCORES AND SCHOOLS PER DISTRICT

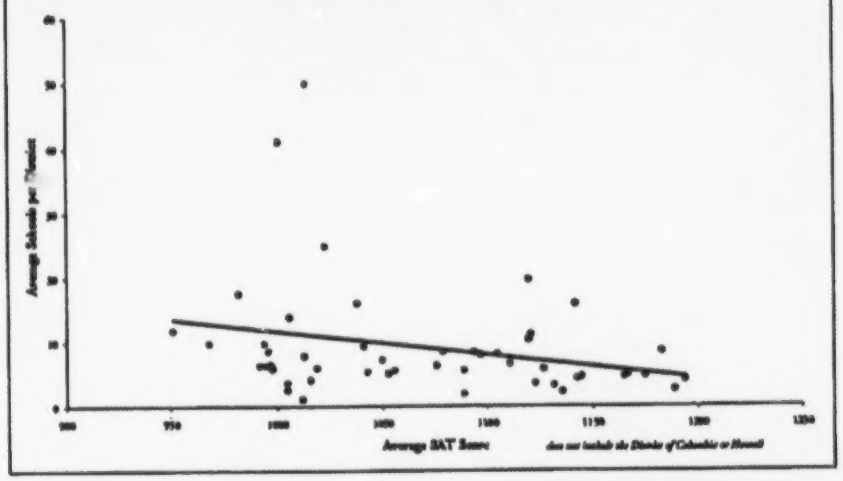


FIGURE 4.8 NAEP SCORES AND SCHOOLS PER DISTRICT

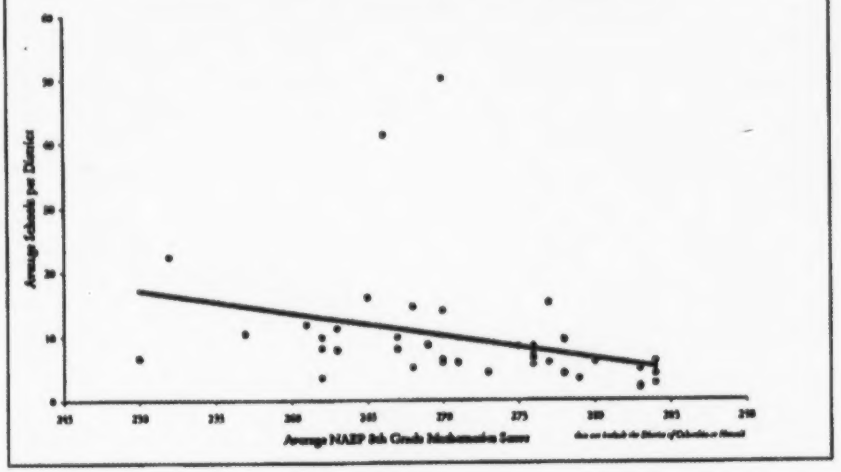


FIGURE 4.9 ACT SCORES AND SCHOOLS PER DISTRICT

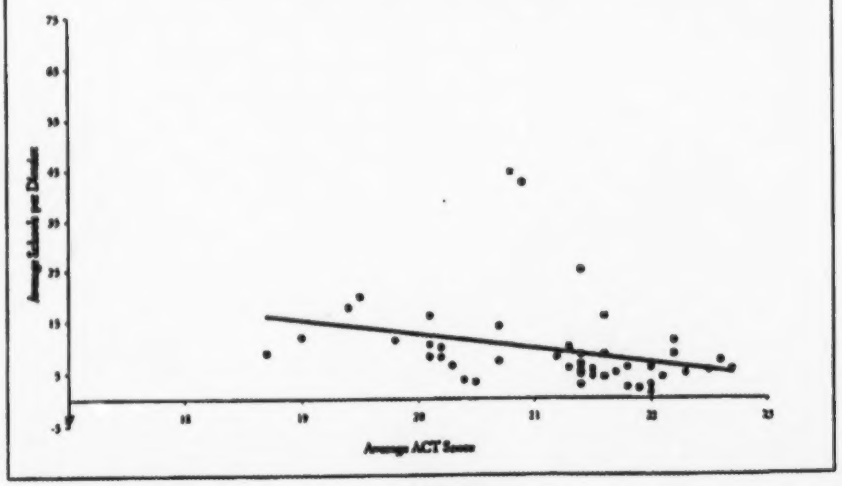


FIGURE 4.10 SAT SCORES AND EXPENDITURES PER PUPIL

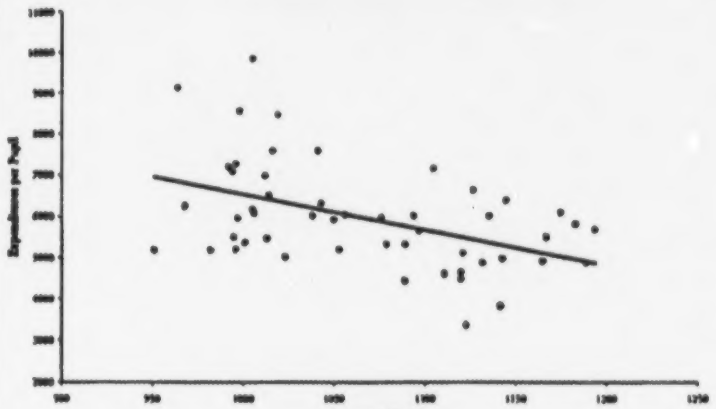


FIGURE 4.11 NAEP SCORES AND EXPENDITURES PER PUPIL

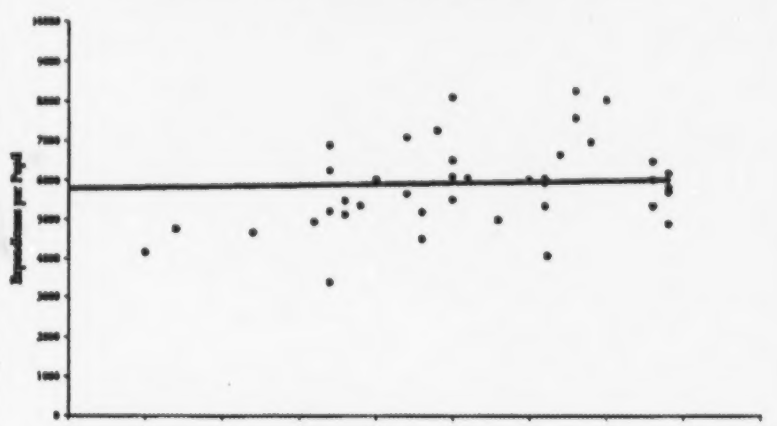


FIGURE 4.12 ACT SCORES AND EXPENDITURES PER PUPIL

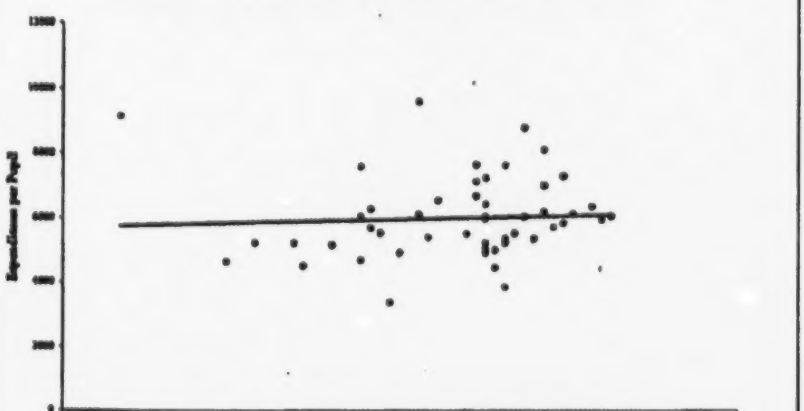


FIGURE 4.13 SAT SCORES AND AVERAGE TEACHER SALARIES

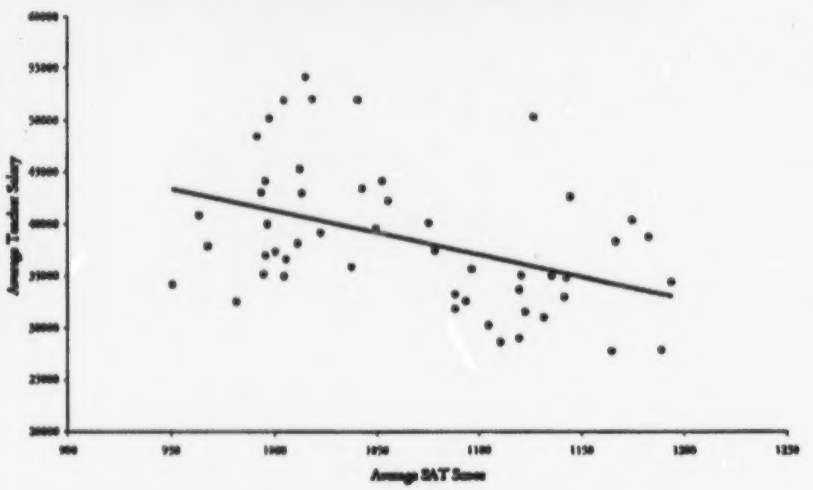


FIGURE 4.14 NAEP SCORES AND AVERAGE TEACHER SALARIES

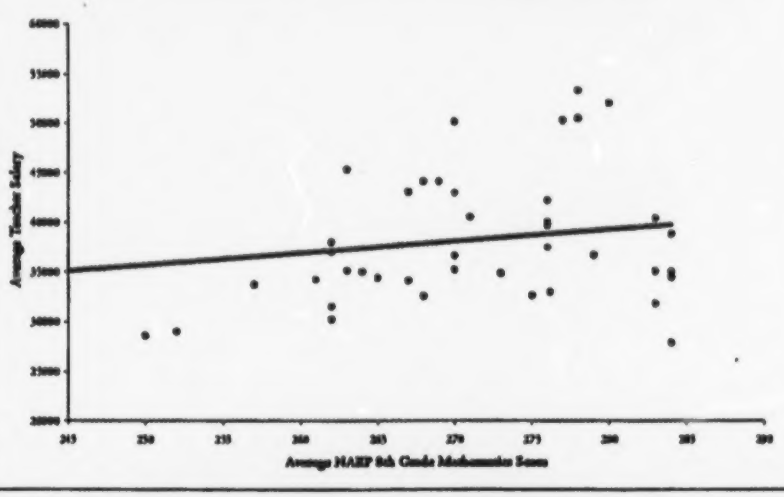


FIGURE 4.15 ACT SCORES AND AVERAGE TEACHER SALARIES

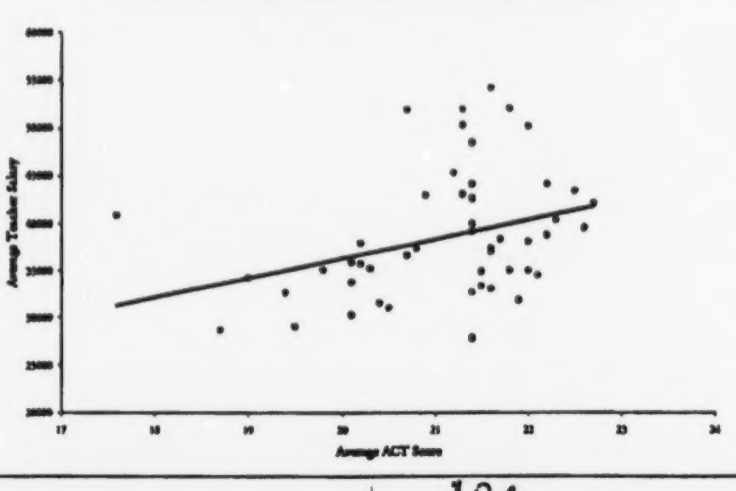


FIGURE 4.16 SAT SCORES AND PERCENT FEDERAL FUNDING

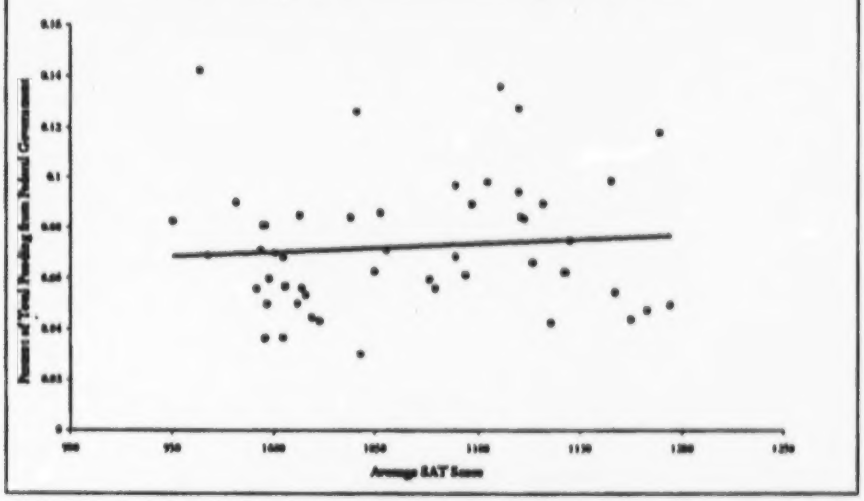


FIGURE 4.17 NAEP SCORES AND PERCENT FEDERAL FUNDING

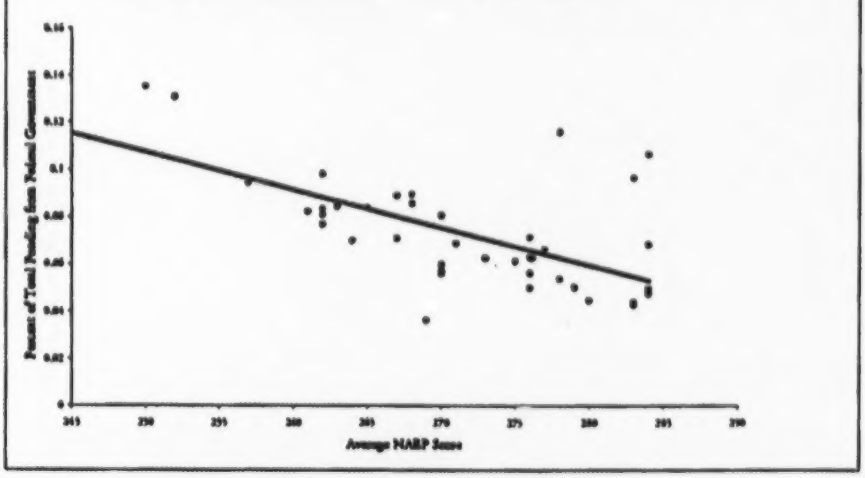


FIGURE 4.18 ACT SCORES AND PERCENT FEDERAL FUNDING

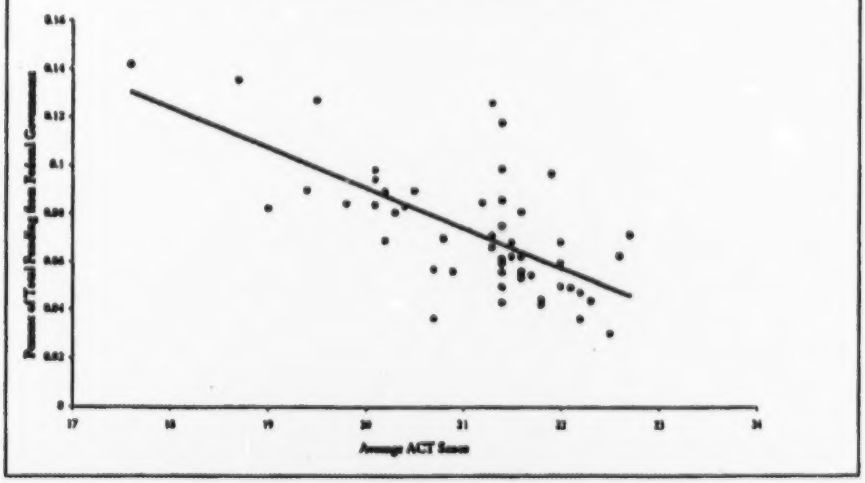


FIGURE 4.19 PERCENT CHANGES IN SAT SCORES AND EXPENDITURES PER PUPIL, 1970-2000

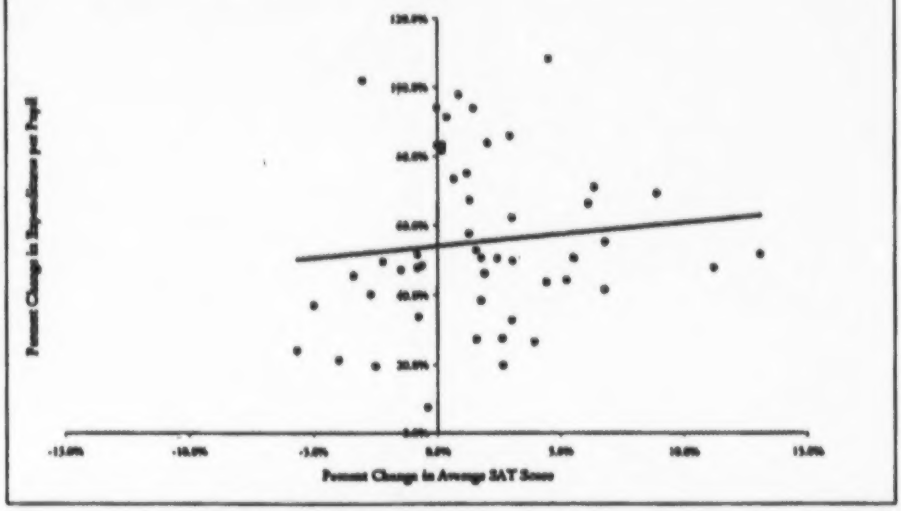


FIGURE 4.20 PERCENT CHANGES IN SAT SCORES AND AVERAGE TEACHER SALARIES, 1970-2000

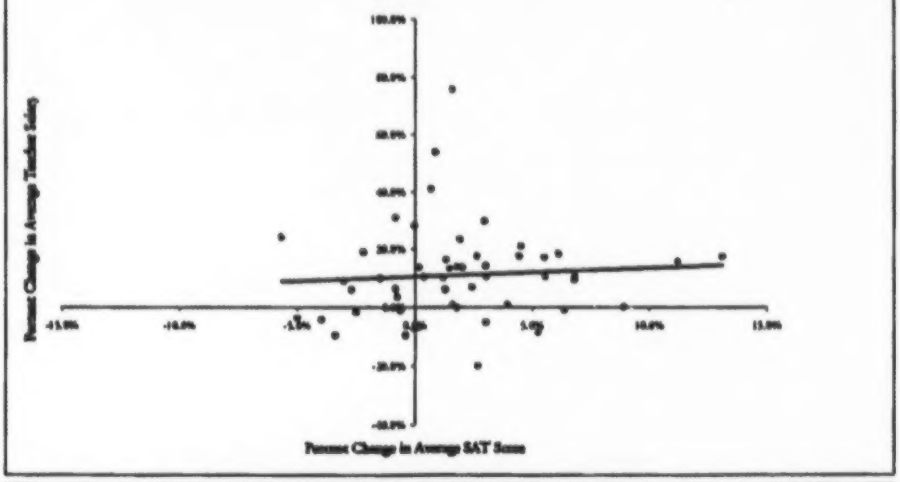
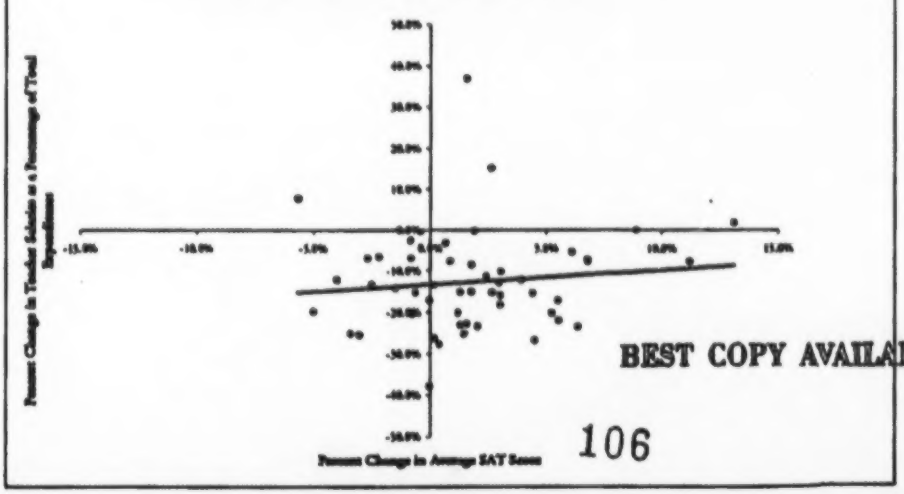


FIGURE 4.21 PERCENT CHANGES IN SAT SCORES AND TEACHER SALARIES AS A PERCENTAGE OF TOTAL EXPENDITURES, 1970-2000



BEST COPY AVAILABLE

FIGURE 4.22 PERCENT CHANGES IN SAT SCORES AND SCHOOLS PER DISTRICT, 1978-2000

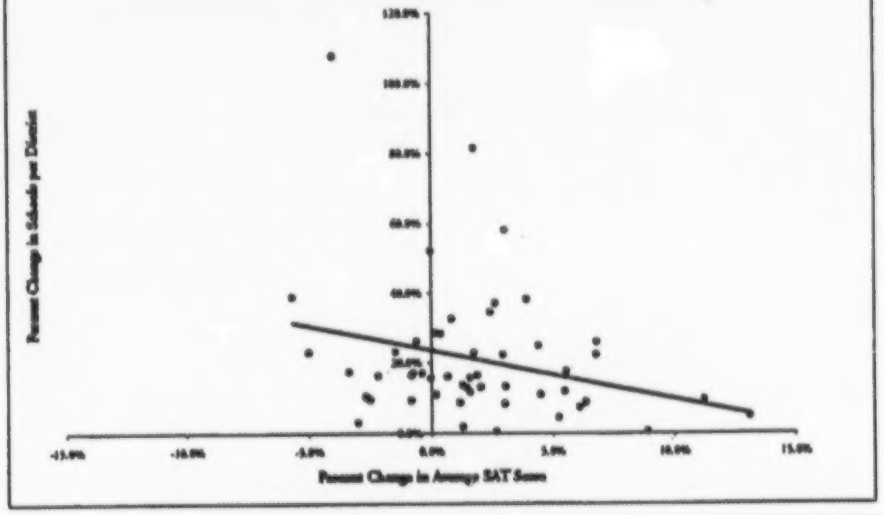


FIGURE 4.23 PERCENT CHANGES IN SAT SCORES AND STUDENTS PER SCHOOL, 1978-2000

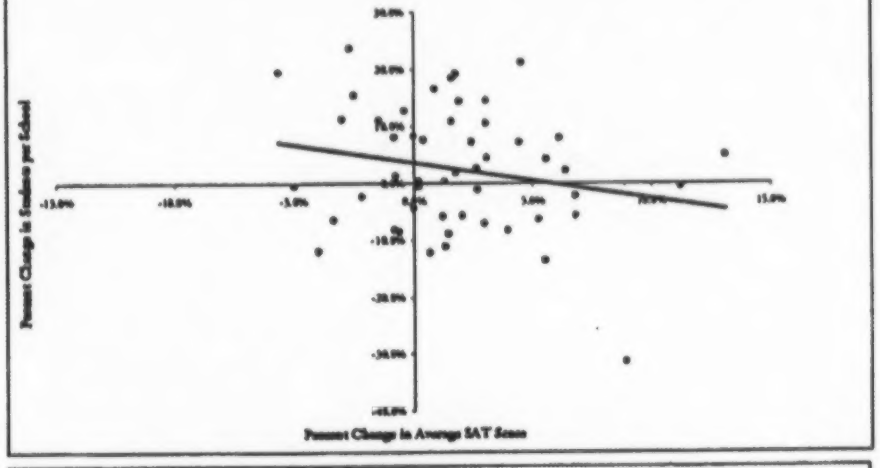
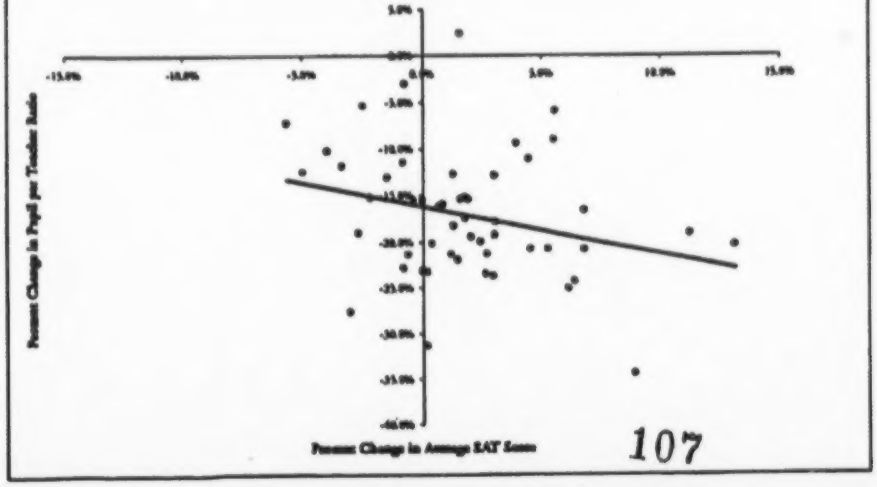


FIGURE 4.24 PERCENT CHANGES IN SAT SCORES AND PUPIL TO TEACHER RATIOS, 1978-2000



107

Chapter 5: Conclusion

Overall, the facts presented by this year's 2000 *Report Card on American Education* give us no cause for celebration. In fact, they confirm the same trend presented in past year's reports: increased spending without corresponding improvement in student performance. Ten years have passed since the Goals 2000 agenda was proposed and America has failed to reach these goals despite increasing per pupil expenditures by over 28 percent over the past twenty years.

This *Report Card on American Education* – and its more than 90 tables and 25 figures that display, in various ways, more than 100 measurers of educational resources and achievement – will serve as a valuable tool for state legislators, policy makers and educators across the nation who are struggling with how best to allocate their state's limited resources to improve public education.

While this is a fact-based report, and therefore not intended to prescribe specific policies it is clear after studying the data and results that the policies of the past have failed to meet the educational needs of our country's children. If we continue to spend more money on the existing educational system in an attempt to buy our way to better student achievement, we will condemn another generation of students to mediocrity.

Legislators and policy makers need to use this report as a "jumping off" point to move the current debate past the traditional focus on educational inputs. Instead, they should be looking at new and innovative educational initiatives that increase accountability, choice and competition in our nation's schools.

Lebanese poet, philosopher, and artist Kahlil Gibran, wrote in *A Handful of Sand on the Shore*, "Progress lies not in enhancing what is, but in advancing toward what will be." Let's not keep making the same mistakes that have brought our schools to their present condition. We need to challenge the status quo and pursue serious fundamental reform to improve our educational system. That is how real progress is to be made in student performance. Our children deserve nothing less.

Appendix A: Methodology and Technical Notes

Executive Summary

Table ES.1 ranks the fifty states and the District of Columbia based on a measure of academic achievement devised by the authors. The underlying performance measures are average test scores on the SAT in 2000, the ACT Assessment in 2000, and the percent of eighth graders in each state performing at or above the "proficiency" level on the NAEP 8th grade reading test in 1998. Specifically, each of the 41 states participating in the 1998 NAEP 8th grade reading test was ranked from 1 to 41, with 1 being awarded to the state with the highest average test score (Maine) and 41 being awarded to the state with the lowest average test score (the District of Columbia). Similarly, the 24 states and the District of Columbia in which the SAT was the dominant standardized test were ranked from one to 25 based on average test results. Finally, the 26 states in which the ACT Assessment was the dominant test were ranked from one to 26.

Next, each state's rank in each category was divided by the total number of states in that category to obtain a scaled measure of achievement. For example, Connecticut ranked eighth in average SAT scores. Thus, Connecticut's rank of eight was converted to a scaled "rank" of 0.32 (8 divided by 25). Finally, the total scaled ranks for each state were summed and divided by the number of tests in which the state was ranked to obtain an average scaled rank for each state. The lower a state's scaled rank, the higher the level of that state's educational achievement, as measured by average performance on the NAEP, SAT, and ACT. These average scaled ranks are recorded in table A.1 and employed in the second regressions in Chapter Four under the variable name, "RANKED" (see below). The individual rankings and scaled rankings for each state are recorded in table A.1.

Chapter 4

Two basic regressions were conducted for this study. The first regression tests the correlation between educational inputs and outputs from state to state during the 1998-99 school year. The hypothesis tested was that higher academic achievement is affected by the number of schools per district, students per school, pupil-to-teacher ratio, per pupil expenditures, percentage of funds received from the federal government, and average instructional staff salaries. Median household income and public school enrollment as a percentage of total school age population were held constant across states to highlight the influence of the other variables. Specifically, the first regression equation measured[13] was:

$$\text{Ln(RANKED)} = a_1 C + a_2 \text{Ln(SCHOOLPERDIST)} + a_3 \text{Ln(STUDPERSCHOOL)} + a_4 \text{Ln(STUDPERTEACH)} + a_5 \text{Ln(FEDFUNDS)} + a_6 \text{Ln(PERPUPSPEND)} + a_7 \text{Ln(STAFFSALARY)} + a_8 \text{Ln(PUB_POP)} + a_9 \text{Ln(INCOME)}$$

Using ordinary least squares (OLS) where,

RANKED = measure of educational achievement as defined in table A.1;
SCHOOLPERDIST = schools per district, 1998-99;
STUDPERSCHOOL = students per school, 1998-99;
STUDPERTEACH = pupil to instructional staff ratio, 1998-99;
FEDFUNDS = percent of total funds received from the federal government, 1998-99;

TABLE A.1 RANKING OF STATES BY ACADEMIC ACHIEVEMENT, WITH COMPONENT RANKINGS

	NAEP rank	Scaled rank	SAT rank	Scaled rank/25	ACT rank	ACT rank/26	Average scale rank	Total rank
Iowa	1	0.02439			2	0.08	0.05065666	1
Minnesota	1	0.02439			3	0.12	0.06968743	2
Wisconsin	5	0.121951			1	0.04	0.08020638	3
Massachusetts	10	0.243902	6	0.24			0.12195122	4
Montana	5	0.121951			4	0.15	0.13789869	4
Nebraska	5	0.121951			5	0.19	0.15712946	6
New Hampshire	*		4	0.16			0.16	6
Oregon	14	0.341463	1	0.04			0.19073171	8
Washington	14	0.341463	1	0.04			0.19073171	8
Alaska	10	0.243902	5	0.20			0.22195122	10
Kansas	*				6	0.23	0.23	11
Vermont	9	0.219512	7	0.28			0.2497561	12
Connecticut	8	0.195122	8	0.32			0.25756098	13
North Dakota	1	0.02439			14	0.54	0.28142589	14
Maine	1	0.02439	15	0.60			0.31219512	15
Utah	12	0.292683			9	0.35	0.31941839	16
Wyoming	18	0.439024			6	0.23	0.33489681	17
Colorado	14	0.341463			9	0.35	0.3438086	18
Illinois	*				9	0.35	0.35	19
Nevada	*				9	0.35	0.35	19
South Dakota	*				9	0.35	0.35	19
Missouri	19	0.463415			6	0.23	0.34709193	22
Arizona	25	0.609756	3	0.12			0.36487805	23
Maryland	20	0.487805	9	0.36			0.42390244	24
New Jersey	*		11	0.44			0.44	25
Michigan	12	0.292683			17	0.65	0.47326454	26
Virginia	20	0.487805	12	0.48			0.48390244	27
Indiana	14	0.341463	17	0.68			0.51073171	28
Idaho	*				14	0.54	0.54	29
Ohio	*				14	0.54	0.54	29
New York	20	0.487805	16	0.64			0.56390244	31
Rhode Island	24	0.585366	14	0.56			0.57268293	32
California	31	0.756098	10	0.40			0.57804878	33
Hawaii	33	0.804878	13	0.52			0.66243902	34
Texas	20	0.487805	21	0.84			0.66390244	35
Delaware	27	0.658537	18	0.72			0.68926829	36
Oklahoma	*				18	0.69	0.69	37
Florida	30	0.731707	18	0.72			0.72585366	38
West Virginia	29	0.707317			20	0.77	0.73827392	39
North Carolina	25	0.609756	22	0.88			0.74487805	40
Kentucky	27	0.658537			22	0.85	0.75234522	41
Arkansas	33	0.804878			19	0.73	0.76782364	42
Pennsylvania	*		20	0.80			0.80	43
New Mexico	33	0.804878			22	0.85	0.82551595	44
Tennessee	31	0.756098			24	0.92	0.83958724	44
Alabama	38	0.926829			20	0.77	0.84803002	46
Georgia	33	0.804878	24	0.96			0.88243902	47
South Carolina	37	0.902439	25	1.00			0.95121951	48
Louisiana	39	0.95122			25	0.96	0.95637899	49
District of Columbia	41	1	23	0.92			0.96	50
Mississippi	40	0.97561			26	1.00	0.98780488	51

PERPUPEXPEND = per pupil expenditures, 1998-99;
STAFFSALARY = average instructional staff salary, 1998-99;
PUB_POP = public school enrollment as a % of total school age population, 1998-99; and
INCOME = median family income, 1998-99.

The specific regression results are displayed in table A.2. Generally,

· The regression indicates a very slight degree of support for the hypothesis that some of the basic measures of educational inputs included account for some of the variation in education achievement from state to state. This conclusion, however, is relatively weak by statistical standards.

· Keeping in mind the relative weakness of the general results of this regression, certain variables do have a marginal impact on educational achievement, holding all others constant. Specifically, the regression indicates that there is a negative relationship between the number of students per school and academic achievement. In other words, the regression equation estimates that a fewer number of students per school will result in greater academic achievement. The regression also indicates a negative relationship between the percentage of total funds a state receives from the federal government and academic achievement. In other words, greater federal funding results in poorer academic achievement. These conclusions are the only two that can be drawn assuming a confidence level of 90 percent. These results generally support the conclusions drawn from the diagrams in Figures 4.1 through 4.18.

The second basic regression employed in this study tested the influence of changes in educational inputs, over the past two decades, on changes in SAT scores, by state. The hypothesis tested was that increased SAT scores between 1978 and 1998 were positively associated with increased per pupil expenditures, increased teacher salaries, decreased number of schools per district, decreased students per school, and decreased pupil-to-teacher ratios. Specifically, the second regression equation measured was:

$$SATCHANGE = a_1 C + a_2(PERPUPCHANGE) + a_3(STAFFSALCHANGE) + a_4 SCHOOLDISTCHANGE) + a_5(STUDSCHOOLCHANGE) + a_6 (PUPTEACHCHANGE)$$

Using ordinary least squares (OLS) where,

SATCHANGE = % change in average SAT score, 1978-1998;
PERPUPCHANGE = % change in per pupil expenditures, 1978/79-1998/99;
TEACHSALCHANGE = % change in teacher salaries in constant 1997 dollars, 1978/79-1998/99;
SALEXPCHANGE = % change in teacher salaries as a % of total expenditures, 1978/79-1998/99;
SCHOOLDISTCHANGE = % change in average schools per district, 1978/79-1998/99;
STUDSCHOOLCHANGE = % change in average students per school, 1978/79-1998/99; and,
PUPTEACHCHANGE = % change in pupil-to-teacher ratio, 1978/79-1998/99.

Testing for the relationship between changes over time in educational inputs, and the impact of these changes on outputs, is not only interesting by itself, but also an additional check on the findings of the first regression. For example, given the results of the first regression, one would expect to see a correlation between improved SAT test scores over the past two decades and a decrease in the number of students per school. If this correlation does not hold, then the findings of the first regression are weakened. The specific results of the second regression are

displayed in Table A.3. Generally,

· The regression results indicate that changes in none of the measures of educational input, taken individually and holding the others constant, leads to greater educational achievement.

· Moreover, the hypothesis, in its entirety, is rejected completely. In other words, the regression results indicate that a positive change in SAT scores is not explained by changes in these measures of educational inputs taken together.

The results of this regression analysis appear to contradict the general conclusions drawn from the diagrams in Figures 4.19 through 4.24. This can be explained by the large amount of variation among the experiences of the various states over the past two decades. *In other words, after accounting for variance (as the regression does, but not the diagrams), the relationship between changes in average SAT scores and per pupil expenditures, teacher salaries, teacher salaries as a percentage of total expenditures, number of schools per district, students per school and pupil-to-teacher ratios, is statistically insignificant.* It can be concluded that factors other than those described above explain why some states experienced an increase in average SAT scores and others experienced a decline over the past two decades.

Moreover, the lack of a correlation between changes in educational inputs and outputs over the past two decades further weakens the conclusions drawn from the first regression. One explanation for the apparent contradiction between these regression results may be that certain states have historically had a fewer number of students per school, received a smaller percentage of their overall budget from the federal government, and/or maintained a relatively large pupil-to-teacher ratio. Changes over time in these variables in other states may not have been enough to overcome these pre-existing differences.

Another, more likely—given the relative weakness of both regressions—reason for the apparent contradiction between these tests is that factors other than those measured in this analysis are responsible for variations in educational achievement across state lines. If this is true and these actual determinants of educational success are proxied by inputs that are measured and are significant in the first regression—students per school, pupil-to-teacher ratios, and percentage of funds received from the federal government—then the impact of these true factors will be missing in the second regression. For example, the level of federal mandates, (not directly measured in this study) may have a real impact on educational success. At any point in time, the level of federal mandates may be proxied by the percentage of a state's total education budget received from the federal government. Thus, the first regression (a snapshot of the 1998-99 school year) may capture the real impact of federal mandates by measuring the amount of a state's total budget received from the federal government. If (as is the case) federal mandates in education, however, have been rising in general over the past twenty years, then even if a state reduces the percentage of its budget provided by the federal government, the level of mandates may have increased. Thus, the second regression will not capture the true determinant of education achievement, federal mandates. This hypothesis is strengthened by the fact that even when controlling for federal programs aimed at low-income students the level of federal funding received by a state negatively affects a state's educational achievement.

TABLE A.2

Variable	Coefficient	Standard Error	t-Statistic	P-Value	Lower 90%	Upper 90%
Ln(RANKED)	Dependent variable					
constant	12.60	6.42	1.96	0.06	1.81	23.40
LN(Studperschool)	1.30	0.30	4.34	0.00	0.80	1.80
LN(schools per district)	0.02	0.10	0.16	0.87	-0.15	0.18
LN(students per instructor)	-1.16	0.79	-1.46	0.15	-2.49	0.17
LN(Fed Funds)	0.95	0.27	3.48	0.00	0.49	1.42
LN(perpupilSpend)	0.22	0.65	0.34	0.74	-0.86	1.32
LN(instructional staff salary)	-0.29	0.95	-0.30	0.76	-1.89	1.31
LN(public school enrollment)	-0.06	1.11	-0.07	0.94	-1.94	1.78
LN(income)	-1.38	0.78	-1.77	0.08	-2.69	-0.07
R Squared	0.81					
Adjusted R Squared	0.65					
Standard Error	0.59					
Observations	51					

TABLE A.3

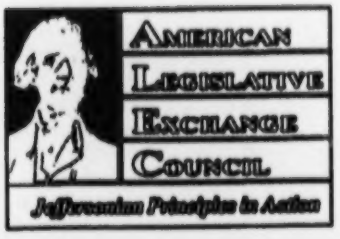
Variable	Coefficient	Standard Error	t-Statistic	P-Value	Lower 90%	Upper 90%
constant	0.00	0.01	0.25	0.80	-0.02	0.03
PerPupil Expenditures change	-0.02	0.03	-0.44	0.66	-0.07	0.04
Staff Salary Change	-0.02	0.05	-0.48	0.64	-0.10	0.06
Schools per district change	-0.03	0.02	-1.39	0.17	-0.07	0.01
Students per school change	0.04	0.05	0.91	0.37	-0.04	0.12
pupils per teacher change	-0.11	0.09	-1.34	0.18	-0.26	0.03
R Squared	0.14					
Adjusted R Squared	-0.04					
Standard Error	0.03					
Observations	51					

Appendix B: Bibliography

Digest of Education Statistics, 1980 National Center for Education Statistics.
Digest of Education Statistics, 1979 National Center for Education Statistics.
Digest of Education Statistics, 1977-78 National Center for Education Statistics.
Estimates of School Statistics, 1987-88. National Education Association.
Digest of Education Statistics, 1989 National Center for Education Statistics.
Digest of Education Statistics, 1990 National Center for Education Statistics.
Estimates of School Statistics, 1977-78. National Education Association.
Digest of Education Statistics, 1998 National Center for Education Statistics.
Digest of Education Statistics, 1997 National Center for Education Statistics.
Estimates of School Statistics, 1997-88. National Education Association.
Digest of Education Statistics, 1999 National Center for Education Statistics.
Poverty in the United States, 1999 Bureau of the Census.
Projections of Education Statistics to 2010, 2000 Department of Education.
Estimates of School Statistics, 2000 National Education Association.

Appendix C: Endnotes

[1] Robelen, Erik, "Bush Unveils Outline for Ed. Spending," Education Week, March 7, 2000.
[2] Allen, Jeanne. "Education by Charter: The New Neighborhood Schools," An Education Agenda: Let Parents Choose Their Children's School, National Center for Policy Analysis, 2001.
[3] Center for Education Reform in *Charter School Workbook: Your Roadmap to the Charter School Movement*, as offered on http://www.edreform.com/press/wkbkpr.htm.
[4] Center for Education Reform, Charter School Laws Across the States, 2000.
[5] Nineteen charter schools had closed as of the start of the 1997-98 school year according to the NCES.
[6] National Center for Education Statistics, *NAEP 1998 Reading: Report Card for the Nation and the States*, March 1998, NCES 99-500, p 9.
[7] This result is more evident in the aggregate SAT data. However, underlying ACT data does support the theory. For example, ACT, Inc. reports average test scores by state and by whether or not a student has completed a core set of high school courses (see Table 3.3). In 45 states and the District of Columbia those students who have completed a core curriculum are more likely to take the ACT than those who have not completed the core courses. In all 50 states and the District of Columbia those students completing the core group of courses scored higher, on average, than those not completing the core courses. If one assumes that those students who have completed a core curriculum and score higher on the ACT are more likely to apply to selective colleges than students who have not completed the core and do not score as highly, then the theory is supported.
[8] Historical data is not available for either the ACT Assessment or the NAEP tests.
[9] It is important to remember that these diagrams do not indicate a cause-effect relationship. They simply demonstrate a general correlation between two statistical characteristics. Thus, in the case of figure 4.4 it is impossible to infer that fewer students per school *causes* higher SAT scores. Figure 4.4 merely indicates that there is a general negative relationship between the number of students per school and SAT scores. Second, it is important to note the distance of individual points on a diagram from the trend line. This is known as the variance of the data. The further data points are from the trend line, the greater the variance. If a diagram shows a great deal of variance then it is generally assumed that the underlying correlation of the two variables is weaker than if variance were low.
[10] The graphs that highlight the relationship between SAT scores and schools per district (figure 4.7) and NAEP scores and schools per district (figure 4.9) do not include Hawaii or the District of Columbia as these two jurisdictions contain only one school district and therefore make the underlying relationship more difficult to see. However, it is important to note that including the District and Hawaii would not change the actual relationships.
[11] For a more thorough and technical explanation of these tests please see Appendix A, "Methodology and Technical Notes."
[12] The results of these statistical tests are supported by the conclusions drawn from figures 4.1 through 4.6 and 4.16 through 4.18.
[13] The authors used the data analysis tools in Microsoft Excell 2000 to complete the regressions in this study. The data series are exactly those presented in the text and tables of the study.



910 17th Street N.W. ■ Fifth Floor ■ Washington, D.C. 20006
(202) 466-3800 ■ Fax. (202) 466-3801 ■ http//:www.alec.org

BEST COPY AVAILABLE